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ABSTRACT

Resource materials to help students understand the important role labor has played in U.S. history are cited in this annotated listing. The majority of the items cited are intended for secondary students and the general reader; however, some materials for elementary students are also included. The bibliography begins by describing 63 activities for teaching labor studies. Curriculum/study guides are then listed, and a lesson on the history of American labor is outlined. Books dealing with labor history, minorities and women, labor unions, economics and labor relations, migrants and agriculture, biography, and labor in the state of Washington are summarized. Pamphlets, booklets, and reprints are listed. Other print materials cited include U.S. government publications, labor magazines and newspapers, journal articles, bibliographies, reference materials, literature, labor songs, and simulations and games. Audiovisual aids are cited, including photographs, transparencies, video recordings, and films. Also provided are listings of labor unions in the state of Washington, a chronology of labor history, the labor history of Tacoma County, Washington, and labor commentaries to supplement U.S. history texts. (RM)

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State of Washington

Superintendent of Public Instruction

DR. FRANK B. BROUILLET
Superintendent

MONA H. BAILEY
Assistant Superintendent
Division of Instructional
Programs and Services

KENNETH M. BUMGARNER
Assistant to Division Management
and Director of Basic Education

LARRY M. STRICKLAND
Supervisor, Social Studies

September 1983

This history of the Washington State Labor Movement is being issued in conjunction with the publication of a curriculum guide for school teachers entitled the "Labor Studies Resource Guide." Labor history often is overlooked because appropriate materials are not available. These new publications should overcome this problem and will help expose our children to the important contributions that working women and men have made to the development of our state and nation.

Sincerely,

Frank B. Brouillet

Frank B. Brouillet
State Superintendent
of Public Instruction

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Labor is one of the great elements of society -- the great substantial interest on which we stand. Not feudal service, or predial toil, or the irksome drudgery by one race of mankind subjected to another, but labor, intelligent, manly, independent, thinking and acting for itself, earning its own wages, accumulating those wages into capital, educating childhood, maintaining worship, claiming the right of election franchise, and helping to uphold the great fabric of the state. That is American Labor, and all my sympathies are with it, and my voice, till I am dumb, will be for it.

Daniel Webster, Statesman
1782-1852

FOREWORD

To understand America -- its spirit, growth, dreams and accomplishments -- one must appreciate its working people -- their spirit, struggles, dreams and accomplishments. This basic role of working people is frequently overlooked or slighted in classrooms across our country.

History far too often becomes a record of political winners, presidential administrations, military battles or international conflict.

The day-to-day struggles of men and women striving to earn a living, to better their lot in life, are usually ignored or stereotyped.

Work and wonders -- or Labor -- is an essential component of our past history, our present culture and our future history.

Students need to know the important role Labor has played in our country's beginnings and throughout its history. They will be involved, or in many instances are already involved, in the world of work. They will have opportunities for leadership in their working lives. They will have important choices to make.

This compilation seeks to assist students and teachers in their quest for a clearer understanding of the world of work.

The subject of Labor is complex. There are widely divergent views of the efforts of workers to organize to protect themselves and secure a better life for themselves and fellow workers. There are many myths. There are many stereotypes. There is bias. There is ignorance. But even more consequential in today's classrooms is omission of the day-to-day contribution of working people.

This resource guide attempts to point out materials available to students and teachers to enrich their history and literature classes -- to add some points of view often overlooked in their regular instruction.

A wide array of viewpoints of historians, economists, journalists, educators, government, and Labor officials are included in the guide. We have tried to be selective but the amount of material relating to Labor is monumental. Much of the material listed is recommended by school library committees, study units that have been prepared by various school districts listed in the guide, or by the Education Department of the AFL-CIO. These sources will be so noted.

Often books, documents, magazine articles, films and audio visual aids are taken from school library catalogs and from the Washington Library Network.

I am deeply grateful for the contribution of Mrs. Ottilie Markholt. Mrs. Markholt is a member of the education committee of the Pierce County Central Labor Council AFL-CIO and is a recognized authority on Labor history. She has graciously reviewed many of the materials included in this guide and has shared some of the Labor Commentaries she prepared for a Labor Studies Workshop held in Tacoma on October 8, 1982. The commentaries were written to supplement or correct textbook inadequacies from organized labor's point of view.

We also appreciate the valuable comments and suggestions offered by the special Labor Studies Advisory Committee appointed to assist with this publication. Advisory members include: Lou Stewart, Susan Levy, Doug Kavanaugh, and Liz Pearson.

Labor is a compelling part of the American experience. Awareness or interest cannot exist where little or no exposure is given. There is an old truism that "we are often down on the things we are not up on." This applies to history, too.

Preparing students to enter the world of work not only means that they have marketable skills, but also a real understanding and appreciation of the role of work in American society. Greater attention to work and workers in American history will help give students a better understanding of their own relationship to the work world, as well as knowledge of the heritage that is theirs to share.

We believe history, literature, sociology, economics, art and music studies can become more interesting and meaningful for both students and teachers by integrating some of the ideas, information and activities suggested in this guide.

by Winnifred L. Olsen
Project Editor

LABOR AS A NATIONAL MOVEMENT

In the Spirit of Solidarity
NEA Salutes a Century of Accomplishment

Willard McGuire
NEA President

Labor this year celebrates its 100th anniversary as a national movement and with that celebration, reaffirms its commitment to the security and well-being of working men and women.

When, in the May 1881 issue of The Carpenter magazine, Peter J. McGuire (no relation) posed the question "If the strong may unite, why should not the weak?", his words reverberated throughout the splintered Labor community.

Later that year in November 1881, McGuire called the first convention of the Federation of Organized Trades and Labor Unions, the organization which became in 1886 the American Federation of Labor. AFL membership, under the inspired leadership of Samuel Gompers who had chaired the Committee, started growing and by 1884 grew to two million. American Labor now had the numbers it needed to become a powerful instrument of social change.

The formation of the AFL provided a concrete and lasting example of cooperation among unions. Labor during these difficult early years began to develop its commitment to unity -- the unity of workers, whatever their trade or profession, in quest of justice for all.

It is this spirit that Labor celebrates in 1981. The Labor Movement is no longer what it was when men and women first united in the quest for better wages and working conditions, for a piece of the pie their labor was creating. Nonetheless, McGuire's vision of unity and Gompers' insistence upon "the opportunity to cultivate our better natures" continue to inform labor efforts. The difference is that the unity now encompasses a far more varied segment of our population. Even a partial list of movement members must include not only carpenters and boilermakers, but physicians, scientists, educators, athletes, entertainers, and health care workers.

When, at the Democratic Party National Convention in 1976, NEA helped form a coalition of six unions (three independent of and three inside the AFL-CIO), the surprise many registered perhaps reflected a failure to understand the continuing influence of Labor's original ideals. We hope that our action exemplified those ideals. NEA is proud to be a professional organization. We are also proud to be part of the Labor Movement and are proud to have joined together with the AFL-CIO, the National Association for the Advancemeent of Colored People, and other national and regional organizations -- on September 19, Solidarity Day -- in a protest against the Reagan Administration's economic policies.

Today, NEA is a leader in the American Labor Movement. We represent our members

well. While we are no better than any other Labor group, we are intelligent, and we see our organization clearly as having the strength, expertise and clout to get important jobs done. We welcome the cooperation of other unions and extend our cooperation to them.

The Labor Movement in America has every right to take pride in its 100 years of accomplishment. Those first 100 years qualify us -- all of us in our diversity -- to begin a new quest to advance the quality of life in our nation for all people. We believe that the improvement of education and the expansion of educational opportunity must be a central part of that effort.

We call on everyone within the Labor Movement to join us in a rededication to quality education. We in turn pledge to continue our efforts to ensure dignity and justice and equity for all workers, in all endeavors, throughout the workplaces of our nation -- and of the world.

IDEAS FOR TEACHING LABOR STUDIES

These suggestions and many more are developed in more detail in the curriculum/study guides listed next in this guide. Those marked with a double (**) asterisk are part of "A Grab Bag of Fifty Ideas for Teaching Labor Studies" included in the guide developed by the University of the State of New York and the New York State Education Department in 1976 with a grant from the National Endowment for the Humanities, Parts I, II, and III. Those marked with the symbol (+) are from the American Federation of Teachers' "Working in America" kit.

Elementary

No student is too young to start learning about work and workers. There are stories that can be read to kindergarten and first graders. There are books for beginner readers. There are pictures, posters and films to discuss people at work. There are experiences to share about their own families -- of parents, friends and relatives at work. There are songs to sing and pictures to draw.

There are attitudes and values to develop. Work, working people, and an appreciation of labor can be a vital part of their learning about the world around them -- from family to neighborhood, community, state, nation and the world. Learning about people -- where they live and how they live -- how we depend upon one another -- can be a part of their reading, writing, social studies, art, music, science and mathematics.

Upper Elementary and Secondary

Concepts of labor can be incorporated into many areas of study. They need not be confined to Social Studies. Language arts and literature studies provide many opportunities to appreciate work and workers in our cultural heritage. Poetry, songs and art can provide insights of the changing, vital roles of labor in shaping our nation.

Study of newspapers, media or propaganda provide opportunities to demonstrate false impressions people may be given -- how stereotypes are formed, why coverage may be one-sided, how facts and events can be exaggerated or slanted, how headlines can mislead. Students can be encouraged to look behind news items for contrasting points of view and to seek additional information.

Newspapers are a constant springboard for discussion and study. Encourage student reading, questioning and discussing. Use the bulletin boards for sharing news items and as a focus for individual or class activities.

1. Students report on how the American Labor Movement has been influenced by the contributions of key labor leaders such as: Cesar Chavez, Eugene Debs, David Dubinsky, Samuel Gompers, William Green, William Haywood, Sidney Hillman, Mother Jones, Florence Kelley, John L. Lewis, George Meany, Joyce Miller, John Mitchell, Philip Murray, Pauline Newman, Frances Perkins, Terence Powderly, A. Philip Randolph, Walter Reuther, Mary Dreier Robins, Rebecca Simonson, Dora Sullivan, and many others. (+)

2. Topics for individual or committee study and reports: (+)

Labor Laws on the State and Federal Level
Child Labor
Women Workers -- Then and Now
Effects of Industrialization, Automation or New Technology on the Worker and/or Unionization
The Labor Movement on the International Level
The Immigrant Worker -- Then and Now
The Effects of Imports on the American Worker or Unions
The Impact of Inflation, the Energy Crisis or Shifting Population on Collective Bargaining
The Structure of the AFL-CIO
Unions That Are Not a Part of the AFL-CIO and Why
Public Employees and the Right to Strike
Closed Shop/Open Shop -- What Do They Mean?
Civil Rights and the Growth of Unionism
Health and Safety Standards in the Workplace
Social Services Provided by Unions
Political Parties and the Unions
Political Action and the Unions
Women in Unions -- Today and Yesterday
Multinational Organizations and Organized Labor
When Industries Merge and Move Away
The Town's Only Industrial Plant Closes
What is Happening in Professional Sports and Why?
How Have Unions Raised Standards of Living?
Should Government Have More Control Over Unions?
What Are the Legal Constraints Today on Unions? Why?
What Legislation is Pending Today That Affects Labor or Unions?
What Role Have Unions Played in Promoting/Supporting Public Education Through the Years? Why?

3. Start a "labor history" center in the room with files for clippings and bulletin board for current stories. Depending upon the age level of the students, the center could be arranged topically or chronologically -- photos of workers' clothing, types of jobs, songs, newspapers -- an ongoing exhibit center that students can add to/change during the year. (**)

4. Begin a "cartoon club" dealing with labor history, the work ethic, livelihood, culture, leisure/recreation changes as a by-product of changing labor patterns. (**)

5. Post historical cartoons on the bulletin board and have students locate parallel contemporary cartoons. (**)

6. Interview community members and/or politicians on labor views, values of work, and current economic conditions in front of the class; report the interview to the local paper.

7. Invite local central labor councils and labor studies centers at nearby colleges to speak to the class or an assembly on the history, contributions, future of specific unions. (+)

8. Visit labor halls to interview officials and gather information materials. Make a list of the unions in your local area from the telephone directory. Older students

could attend some meetings or visit hiring halls to make reports on specific trades/craft unions. Who are the union leaders in your locale? What community activities do they support? What services do they give their members? Inquire about apprentice training and educational scholarships.

9. Conduct a survey of the community on contemporary labor relations, work ethic, and leisure/culture. Analyze results with the point of showing the difficulty of reaching a consensus. (**)

10. Work with teachers in science, art, English, industrial arts to study a period and/or topic in the history of labor. Invite these teachers to class as a guest lecturer. (**)

11. Invite your U.S. Representative or State Legislator, and ask about his/her voting plans and the reasons for his/her stand on a bill dealing with labor relations, industry, social security, or a measure directly affecting working people. (**)

12. Follow up to ascertain the actual vote of the lawmaker in comparison with any statements you receive. (**)

13. Invite a lawmaker to your classroom to discuss bills related to labor, economics, welfare, cultural support, pensions, industrial safety, or industrial health. Ask questions.

14. Write COPE (the political arm of the AFL-CIO) for voting records of local lawmakers on important labor legislation. (**)

15. Invite some union members to discuss what the union means to them, how it serves them and their families. How much do they participate in their union's decisions or activities? Tape interviews or summarize for school newspaper.

16. Seek out refugees and interview them about their experiences in landing jobs, the changes in their social status, and their perception of the value of labor. (**)

17. Capitalize on having students with interest in autos and aviation. How did changes in modes of travel effect labor, economics and leisure? How is it affecting them today? In the future? What about the manufacture of vehicles (the work force), of shipment of vehicles (Seattle, Tacoma), and the impact on the geographic area? (**)

18. Contrast an older generation's experience and views on such things as labor problems, hours of work, fringe benefits, leisure, the value of work. Let students interview their grandparents, parents, and community residents of various ages. How have those jobs and working conditions changed today?

19. Have students bring in items (or pictures of items) with their prices on at the date of manufacture. Speculate on the value of money and productivity. What did shoes cost in 1920? How many hours did it take to earn that amount? (**)

20. Set up a team of "Inquiring Reporters" who conduct simulated interviews of historic characters from labor/management both past and present. (**)

21. Subscribe or have students bring from home a sampling of Union newspapers and compare the coverage of specific events or issues in the union magazine with

the same event/issue in your local newspaper or television coverage.

22. Make a file of social "assets" and "debits" from key controversial occurrences in labor history. Judge what progress (if any) resulted. (**)

23. Relate historical/contemporary novels to the labor topics and explain the significance of each. (**)

24. Using some of the literature suggested elsewhere in the guide, discuss the impact of these writings at the time of their publication. Examples: Grapes of Wrath, The Jungle, Sister Carrie, Leaves of Grass, The Octopus, etc. How did readers react to these works when they were published? To the author?

25. Find a cooperative employer who will let students go through the application procedure and ask questions about applicable laws, work conditions, retirement, etc. What are the job conditions? Open shop? Closed shop? What role do unions play in that industry? (**)

26. Help students design, compose, field tabulate and analyze polls on questions such as a current (local) labor-related topic. Example: unions and sports. (**)

27. Have students try to persuade local authorities to design a plaque to a local labor leader. Have them draft arguments and research the person's background prior to approaching the local authorities. (**)

28. Research the role of labor unions in supporting public education in the United States and in your local community. Why has labor stood for strong public schools? Would the United States be different today if they had not strived for public education? Fantasize if there were no public schools then and now.

29. Assign students to prepare speeches or papers illustrating the relationship of the principles of the Bill of Rights to the growth of labor. (**)

30. Start a program on a local radio or television station in which students write, produce and act in historical skits revolving around labor topics. (Many of these historical highlights are covered in depth in the materials suggested in this guide. Refer also the the Chronology -- Important Dates in Labor History.) (**)

31. Start committees -- radio, television and film -- and have students report on significant activities they become aware of in regard to labor.

32. Select a labor-related subject, play an appropriate tune, and have students compose a song to fit. (Look for section on Labor Songs in this guide.) (**)

33. Students can design murals or do individual art depicting the life of pioneer workers and humanitarians such as: Mother Jones, Florence Kelley, A. Phillip Randolph, and others. (See bibliography list)

34. Search old newspapers for persons who were in the headlines who could tell the class about labor in the past. (Call the education committee of your labor council for names.) (**)

35. Send students out with cameras, tape recorders and notepads to interview, record documents, take photos of historic places, industrial plants, etc. Store

and retrieve this data in a central repository. (Interview people at work today as to how their jobs have changed, even recently.) (**)

36. Ask the art teacher to demonstrate comic strip techniques. Have students draw cartoon strips of events or people in labor history or on contemporary labor topics. (**)

37. Use the "Face the Nation" format and have students play contemporary labor-management personages. (**)

38. Students role-play prosecuting/defense attorney in mock Haymarket Case, Centralia Trial, Triangle Fire, the Everett Strike. (See section on simulations and games listed elsewhere in the guide for background information and the types of simulations available commercially.)

39. Form student panels to discuss the problems of earlier times in terms of today. Example: The first sitdown strike as if it happened yesterday. Do a simulation telecast of the event as it might have been broadcast. Write an "on the scene" report of the Triangle Fire, the Haymarket Massacre, and the subsequent hangings. (**)

40. Write the headlines which students must research and then write up a story to fit the headlines. Example: "Man 70 Challenges Mandatory Retirement From Government Service." "Four Hung Today on Chicago Gallows." "Illinois Governor Frees Three Anarchists." (**)

41. Write headlines from historic events and have students identify the event from the headline and give some basic details. Example: "J.J. Asch Says My Building Is Fireproof." "The Anarchists Must Be Found Guilty." "French Government Appeals to U.S. Supreme Court to Uphold American Justice." "Utah Executes Noted Song Writer."

42. Have students write a diary as if they were working in a factory sixty-nine hours per week in the late 1890s. Write a poem. Draw a picture. Write a song about your life in these conditions.

43. Create political slogans related to labor and let students write up what the slogans imply. (**)

44. Analyze improvements in the working day/working week and labor relations. How have shorter working days and weeks changed American living habits? Standard of living? The leisure industry? (**)

45. Transfer a person across time -- how would a factory worker of 1865 find contemporary working conditions and life? Do the same for a modern worker dropped back in time. (**)

46. Compare working songs of 100 years ago with songs of working people today. How are they alike or different?

47. Develop a profile of local beliefs and values regarding labor by following local news, stories and editorials. (**)

48. Research the history of labor celebrations such as Labor Day. How were these

holidays celebrated long ago? What do they mean today? Compare pictures. Interview older members of the family. Write some original sketches of Labor Day then or now. Write a speech as if you were giving it as a labor leader at a Labor Day picnic.

49. Profile the beliefs, attitudes and values making up the "generation gap" by keeping a file related to the value of work, leisure and welfare as perceived by older and younger people. (**)

50. Have students research and project the impact of a new factory on the community and labor force. Give students a basic description of a factory to employ about 1,800 people with a yearly payroll of $21,600,000, and let students describe its location, labor relations, hiring, and impact on the community. (**)

51. Have students help make a wall diagram or picture timeline showing important events in labor history. (See Chronology at the end of this guide.)

52. Students can play "Guess who?" after doing biography research and sharing their findings with the class. Portraits can be made following the reports -- or after viewing filmstrips and films.

53. Students or committees can select a specific trade to follow as they do their U.S. history through the year to see what changes were taking place in that trade or craft as the nation expanded. Does the job still exist? What skills and training are necessary today?

54. Science teachers can point out the massive changes science and technology have made and how these changes have and will affect the labor force.

55. Students can investigate or reserach industrial health and safety regulations for specific industries or have speakers discuss regulations and inspection procedures for state labor and industries. What role has organized labor played in promoting safer working conditions? What is the trend today to enforce these protections?

56. Health teachers can have students investigate occupational diseases related to specific industries, legislation or lawsuits. Interview workers who have been affected. What is being done to eliminate these health hazards? What role have the unions played?

57. Math students can do problems evaluating "fringe benefits" to realize how important they are to workers -- or the cost to the employer. Post a problem as in a negotiating process weighing total benefits. Do a cost analysis.

58. Students can work mathematical problems to compute hourly wages, overtime, pension costs, benefits, etc.

59. Observe the health and attitudes of older people who have spent their lives in various careers. In an informal way, what conclusions can be drawn about their life work or type of work?

60. Prepare an "occupational family tree." Use symbols to designate recurring occupations. Write an analysis of family career patterns and discuss their implications. Or present the chart orally, showing photographs and art work to illustrate the discussion.

61. Have students theorize and compare the relation of "membership apathy" in unions to "citizen apathy" in the democratic process. What happens? Why? How can individual participation be improved? Compare the needs for individual responsibility in democratic government and organizations.

62. Role-play a mayor, union official, a worker or worker's family when a large factory suddenly closes or when the news is announced that the business is being moved to a foreign country. Plan meetings that might follow. Write probable news releases. Interview community leaders. What other people will be affected by such a closure?

63. Have students develop bingo games, quizzes and puzzles using labor terminology. (Several of the curriculum kits and recommended books have excellent glossaries.)

CURRICULUM/STUDY UNITS

When you send again I entreat you rather send but thirty carpenters, husbandmen, gardeners, fishermen, blacksmiths, masons, and diggers up of trees' roots, well provided, than a thousand such as we have (fortune hunters).

Captain John Smith, 1607

CURRICULUM/STUDY GUIDES

AFL-CIO Department of Education. How Schools Are Teaching About Labor: A Collection of Guidelines and Lesson Plans. AFL-CIO, Room 407, 815 Sixteenth Street, Washington, D.C. 10006.

This collection of existing school district programs includes eight different approaches with guides and daily lessons offering a variety of materials, sources, and teaching strategies. Most of the materials are lesson plans, organized on a daily and/or unit basis at elementary, junior high and high school levels. One focuses entirely on Work Literature. They are clearly outlined with a variety of specific activities to help teachers integrate labor concepts into their ongoing curriculum.

The 152-page guide is available FREE for the first copy. Additional copies may be purchased for $3.00. This is an extremely valuable resource for language arts or social studies teachers.

AFL-CIO. A Short History of American Labor and Lesson Guide. Prepared for the 1981 Centennial of American Labor. Reprinted from March 1981 AFL-CIO American Federationist. AFL-CIO Education Department, 815 Sixteenth Street N.W., Washington, D.C. 10006.

The sixteen-page historical summary and four-page guide to help teachers use the material provides a basic introduction to the study of labor as a dynamic institution in our society.

The lesson guide is reproduced in this section. Copies of the original booklet, in two-tone color, can be secured free by writing the AFL-CIO Education Department.

Alabama Labor Council. Labor: A Special Guide for Elementary Grades. Alabama Labor Council, 1018 South 18th Street, Birmingham, Alabama 35205.

Alexander, Mary (ed.), "Three Photographs of Children at Work," (circa 1908 - Document of the Month. Social Education, February 1982, pp. 106-109.

Includes teaching activities to provide opportunities for students to work with primary source materials.

Altig, Duane and others. Job Opportunities and Youth. v. 2, Parkrose Public Schools, Portland, Oregon. 1972. Can be ordered through ERIC, F574565. $8.24.

Student materials developed for an integrated career exploration in the social studies curriculum.

American Federation of Teachers, AFL-CIO. Working in America: A History of the U.S. Labor Movement. 11 Dupont Circle, N.W., Washington, D.C. 20036. $4.00.

The packet contains a five-part chronological history of the Labor Movement. It is a comprehensive guide including five wall posters of the five eras of history dealt with, a glossary of labor terms, annotated bibliography of books, audio

visuals, films, and a myriad of suggested classroom activities. Glossy paper; exciting layout and illustrations.

American Labor Movement. Social Studies School Service, 10000 Culver Boulevard, Department 11, Post Office Box 802, Culver City, California 90230. On the AFL-CIO list of materials available.

Battle Creek Public Schools. Inside Battle Creek: Labor Unions in Battle Creek. 1979. Battle Creek, Michigan 49016.

A 24-page guide covering such basic questions as: Why are there unions? Who runs the unions? How do you join a union? How are unions operated? What are the rights of union members? How do unions go about getting what they want? What laws govern union activities? What future issues face unions? Gives both pro-union and opposing arguments in answering these questions. Excellent photographs. Part of a school district series describing economic activities of the community.

Bramlet, Carl and others. "Special Feature on Labor Studies: We Fight For Roses, Too." Today's Education, Social Studies Education. v. 70, n. 4, pp. 35-42, November-December 1981.

Covers the rationale behind the creation of labor studies curriculum, gives an example of a successful program; advice for integrating labor studies into existing curricula; a resource list and a brief chronology of important dates in U.S. labor history. Published by the NEA, but the special editions must be requested separately from the regular journal sent NEA to members.

Chavious, Dolores. Labor Unions: Getting It Together. New York City Economic Development Council, New York City Public Schools, Brooklyn, New York, 1975.

Resource booklet prepared by teachers to give ideas/concepts secondary social studies teachers need to present the role of labor unions in the current economy. May be ordered through ERIC, #154103. $7.35.

CIO and the Labor Movement. Social Studies School Service, 10000 Culver Boulevard, Department 11, Post Office Box 802, Culver City, California 90230.

Included in the AFL-CIO resource list.

Cole, Paul. "Revitalizing the Study of Labor." Social Education. February 1982, pp. 102-104.

Cites the need to understand the Labor Movement in America's political and economic system and gives suggestions for the development of elective courses or infusing labor topics into existing curricula. Lists programs being developed in several states and cities, and other sources of information.

Downey, Matthew T. (ed.). Teaching American History: New Directions. National Council for the Social Studies, Bulletin 67, 1982.

Included as examples of "The New History and the Classroom" are articles or suggested units on Women in the Labor Force; suggestions for teaching about industrial America's rank and file which are cited separately in this list.

Early Industrialization of America. Social Studies School Service, 10000 Culver Boulevard, Department 11, Post Office Box 802, Culver City, California 90230.

Included on AFL-CIO list of study units.

Education Committee of the New York City Central Labor Council. A Critique of Labor Studies in the Curriculum of the New York City School System. The United Federation of Teachers, 260 Park Avenue South, New York, New York 10010.

Recommended in the New York State Department of Education Guide.

Fink, Leon. "Industrial America's Rank and File: Recent Trends in Labor History." Social Education. February 1982, pp. 92-99. National Council for the Social Studies.

Author evaluates some of the prominent writers of labor history today, especially the work of social historian Herbert Gutman, and the redefining of concerns to labor historians. Includes suggested bibliography.

Flint Community Schools. Labor Unions. Part of a Series: The Work We Live By. 923 East Kearsley Street, Flint, Michigan 48502. $1.00.

Includes goals of unions, the early days of labor unions, the sitdown employee unions, collective bargaining, and some significant dates in Michigan labor history. 14 pages. Historical and current photographs.

Fuller, Frank. "Teaching the Working Class History of a Community Using Local and Community Resources." History and Social Science Teachers. v. 16, n. 4, pp. 223-229.

Describes a secondary school unit to help students understand the working class skills, economics and politics of their community. Students study the local logging industry, the effect of the loggers and the union on the lives of community people, past and present struggles and conditions of loggers.

Gagala, Kenneth L. and Hetzner, Donald R. The Age of Employment -- A Secondary School Curriculum in Labor Relations. Industrial Relations Research Association of Western New York and Extension Division, New York.

As a teacher's sourcebook, the guide provides instructional sequence to integrate labor relations into ongoing social studies courses or for constructing a minicourse that stands alone. An overview of labor is keyed to sets of classroom exercises that emphasize role-playing, simulation, and original written and visual sources.

Handbook of Ideas for Involving and Integrating Labor in Career Education. Akron, Ohio, Public Schools.

With help from HEW's Office of Education, the program suggests instructional objectives for K-3 in which students learn to distinguish between those in authority and those who take orders and to accept the notion that people are paid for their work. Includes songs and folklore. Students in grades four through six are taught basic concepts of unionism and realization that some parents are members of unions. Students in grades seven and eight learn a variety of terms associated with labor and high points of labor history. High school students are taught the structure of the Labor Movement and participate in simulations on

collective bargaining and grievance processing, as well as exploring issues and careers in organized labor.

Henderson, Jerry. Labor and Management: Social Studies. Dade County Public Schools, Miami, Florida, 1971.

This elective quinmester course for grades ten, eleven and twelve on labor and management presents a historical analysis of public policy concerning business, trade unions, and collective bargaining. Students are given an opportunity to examine and make judgments on the historical development of labor unions and to analyze contemporary and future implications of labor-management relations. The course is arranged into a broad goals section, a content outline, student objectives and specific learning activites, and a resource materials guide. Available through ERIC, F574656, 46 pages. $3.29.

High, Paul. The American Labor Movement: A Unit for Labor Educators, Teachers and Students. The American Federation of Teachers, 1012 Fourteenth Street N.W., Washington, D.C. 10005.

Included in the recommendations of the New York State Department of Education guide.

Keller, Clair W. How the Transition From Household to Central Shop to New Dimensions. National Council for the Social Studies. Bulletin 67, 1982.

Lesson outlines procedures for acquiring and organizing data, application and sharing data, designing a retrieval chart for comparisons and debriefing questions. Includes five specific student objectives.

The Labor Movement. Xerox Education Publications, 1250 Fairwood Avenue, Post Office Box 16607, Columbus, Ohio 43216.

With a reading level 5-6 and an interest level 5-9, this 48-page booklet deals with such questions as: What were the forces that forced the Labor Movement? How were unions formed? What were the conflicts between private enterprise and worker security? What are the achievements and excesses of the Labor Movement? Separate teaching guide furnished with twenty or more copies.

Matlon, John. The Story of Labor in American History: A Resource Unit for Senior High School American History. Minnesota AFL-CIO and Minnesota Federation of Teachers, 1972.

Contains detailed outline of teaching content on the history of American Labor and Minnesota labor history with teaching procedures to initiate activities, develop activities and culminate study units. Includes reference and glossary of labor terms, songs and original source materials.

Metcalf, Fay. "The Transformation of the Working Place: Its Impact on the Shoemakers -- A Lesson for Students." Social Education. February 1982 and also available in "Teaching American History: New Directions," National Council for the Social Studies, Bulletin 67, 1982.

Gives a discussion guide to use with three reading resources.

Schiflett, Mary and Midtgaard, Susan. The Working Americans and the Humanities. Institute of Labor and Industrial Relations, University of Houston.

Teachers will find excellent suggestions for infusing labor studies into the fields of English, art, film, history, law, music, and philosophy in this text.

Schillings, D.C. "Labor Unions/Organizations and the Community." Teaching American History: New Directions. National Council of the Social Studies, Bulletin 67, 1982.

Provides a questionnaire to interview people in their community about their membership in, feelings about, and concerns with organized labor. The end product will provide classroom discussions of what occupations are unionized, why people join unions, the benefits of membership, and speculations about the size and impact of union membership, and help students visualize the "real world" about them.

Settle or Strike. Social Studies School Service, 10000 Culver Boulevard, Department 11, Post Office Box 802, Culver City, California 90230.

A simulation game described in more detail in the section on simulations. Contains a teaching guide.

Sinclair, Upton. The Jungle. Social Studies School Service, 10000 Culver Boulevard, Department 11, Post Office Box 802, Culver City, California 90230.

The fiction classic about factory life in America during the early years of the 20th Century, which led to the passage of the pure food laws. On the AFL-CIO list of study units.

Sloan, J.J. The Selling and the Making of Labor Education in the Schools.

Article comments on the inadequate or inaccurate treatment of labor in secondary school textbooks and expresses concern about the lack of commitment on the part of curriculum makers. Author outlines his own half-year elective course and the materials used.

Sloan, I.J. (ed.). Viewpoints on American Labor. Random House/Singer, 1970.

A kit including 35 problem cards which introduce personal research projects, copies of Bread and Roses by Milton Metzer, four documentary booklets, a filmstrip, the simulation game "Hard Rock Mine Strike," and an audi-journal record "Strike."

Sterns, Peter N. and Rosenzweig, Linda W. Work and Leisure in History. v. 2, Project on Social History Curriculum, National Endowment for the Humanities, 1982.

This guide deals with work and leisure in Western society in four different time periods over the last two hundred years. It explores changing patterns and values relating to work and leisure and the factors that influenced the changes. Forty-two transparencies are included and suggested activities.

Strike. Social Studies School Service, 10000 Culver Boulevard, Department 11, Post Office Box 802, Culver City, California 90230.

See the description given for content and focus in the section on Simulations/Games. Teaching guide included.

Topougis, Nicholas J. (ed.). Labor and Career Education -- Ideas for Action -- Handbook of Ideas for Involving and Integrating Labor in Career Education. U.S. Department of Health, Education and Welfare, Office of Education. Order through Superintendent of Documents, U.S. Government Printing Office.

The 94-page guide outlines specific teaching units but also includes important tips for planning labor inservice, involving labor organizations in education, developing a labor education multimedia resource center and a unit development plan for junior high students in reading/language arts. Valuable resource.

Unions and You. Changing Times. EMC, St. Paul, 55101.

Unit Six of a series entitled "Career Directions" features student booklets and two sound filmstrips that cover many aspects of union activities.

United Federation of Teachers. Organized Labor -- Source Materials for the Study of Labor in America. Union Federation of Teachers, Box OL, 260 Park Avenue South, New York, New York 10010. 1976. $5.00.

Contains 46 "documents" followed by questions and activities for inquiry and discussion; a glossary and suggested topics for independent study as well as five posters.

U.S. Department HEW. Some Basic Readings and References in World-of-Work Economic Education. Joint Council on Economic Education, WOWEE Project, 1212 Avenue of the Americas, New York, New York 10026.

Annotated bibliography, current and historical information relating to world of work and economic education. Sixteen pages. September 1973.

"United States History in the Secondary School." Labor in America. Point Pleasant Beach, Board of Education, New Jersey and Office of Education (DHEW), Washington, D.C. 1968.

The specific objectives of this unit of study with procedures and activities outlined is to explore the growth and influence of organized labor in a changing America; to correlate the relationship of the Labor Movement and its recognition of the rights of the laborers and the movement for the basic rights of mankind; recognize the problems of labor today; to be aware of conflict areas; to discover that the study of labor is interdisciplinary; to appreciate the contributions of labor to the creative arts and to realize that American economic growth depends on each individual's skill development or the performance of a service in contribution. This can be ordered through ERIC, F574565, $5.30.

LESSON GUIDE

A Short History of American Labor

LESSON GUIDE

This guide has been prepared for use with "A Short History of American Labor," a reprint from the March 1981 AFL-CIO AMERICAN FEDERATIONIST, which is available from the Pamphlet Division, AFL-CIO, 815 Sixteenth Street, N.W., Washington, D.C. 20006.

The article can be used to supplement textbooks or other classroom materials in units relating to the study of labor's role in American history. Teachers are urged to write to the AFL-CIO Education Department for further suggestions on teaching about labor.

This guide includes goals, objectives, key concepts, terms, people, events, and legislation found in the article. Also included is a list of questions for inquiry and discussion about material contained in the article.

GOALS

1. To develop and understand an appreciation of the historic struggle of American workers to organize unions, bargain collectively and pass laws beneficial to the interests of all workers.

2. To develop an appreciation for the dignity and worth of the individual.

3. To develop an appreciation for the intelligent and responsible sharing of power in order to attain justice.

4. To develop a respect for individuals to widen and deepen their ability to live more richly.

OBJECTIVES

Given relevant facts about the history of the American Labor Movement contained in the article "A Short History of American Labor," the student will be able to:

1. TRACE the early steps of American workers to form unions.

2. DESCRIBE the response employers had to the efforts of workers to unionize throughout American history and STATE a hypothesis with respect to the response.

3. COMPARE and CONTRAST the structure, goals, and activities of the Knights of Labor, American Federation of Labor, the Industrial Workers of the World, and the Congress of Industrial Organizations.

4. DESCRIBE the role the three branches of American government played during labor-management conflicts throughout American history and STATE a hypothesis with respect to that role.

5. DEFINE the key terms contained in the article.

6. IDENTIFY the key people in the article and STATE the contributions of each.

7. IDENTIFY the key legislation referred to in the article and EXPLAIN the significance of each law.

8. IDENTIFY the major labor-management conflicts referred to in the article and COMPARE the elements they have in common and those unique to each.

9. LIST the major legislative goals of the American Labor Movement and EXPLAIN the purpose of each.

10. IDENTIFY and CONTRAST those factors which have retarded the development of the American Labor Movement.

11. IDENTIFY and CONTRAST those factors which have promoted the development of the American Labor Movement.

12. STATE the goals of the American Labor Movement regarding the development and growth of free unions throughout the world.

13. STATE a hypothesis about the future of the American Labor Movement.

KEY CONCEPTS

Unity, struggle, organizing, bargaining, movement, representation, autonomy, power, violence, conflict, jurisdiction, workforce, weapon, compensation, discrimination, conspiracy, and merger.

KEY TERMS

Union, collective bargaining, grievance, arbitration, "blue collar," "white collar," "grey collar," representation election, "new right," guilds, strike, federation, child labor, apprentice systems, skilled trades, affiliated union, union-busting, injunction, "unfair list," secondary boycott, "informational picketing," feminist movement, sweatshop, company-union, open shop, American Plan, strikebreaking, blacklisting, vigilantism, "yellow-dog contract," industrial union, craft union, social security, unemployment compensation, workers' compensation, minimum wage, "right-to-work," consumer protection, and "people's lobby."

KEY PEOPLE

Samuel Gompers, Peter J. McGuire, Henry C. Frick, Eugene V. Debs, Frances Perkins, William Green, Franklin D. Roosevelt, Robert F. Wagner, John L. Lewis, Philip Murray, Walter Reuther, George Meany, A. Philip Randolph, Lane Kirkland, and Thomas Donohue.

KEY EVENTS

The Haymarket Square Incident, Homestead Strike, Pullman Strike, 1902 Coal Strike, "The Uprising of the Twenty Thousand," The Triangle Shirtwaist Fire, The Lawrence Strike, Steel Strike of 1919, and the AFL-CIO Merger.

KEY LEGISLATION

Sherman Anti-trust Act, Adamson Act, Clayton Act, Fair Labor Standards Act of 1938, Wagner Act, Taft-Hartley Act, Landrum-Griffin Act, Civil Rights Act of 1964, and the Occupational Safety and Health Act of 1970.

QUESTIONS FOR INQUIRY AND DISCUSSION

1. What workers formed the earliest unions and why did they form them?

2. How did the Knights of Labor, American Federation of Labor, the Industrial Workers of the World, and the Congress of Industrial Organizations differ? How were they similar?

3. What was the Haymarket Square Incident? What effect did it have on the Labor Movement at the time?

4. How were the Homestead Strike, the Pullman Strike and the Lawrence Strike similar? How did they differ?

5. What weapons have historically been used by management? By labor? Are there any you consider unfair or ineffective? Why?

6. What role did women play in the Labor Movement in the early 1900s?

7. What legislative goals has the Labor Movement historically fought for? How successful have they been? Who has benefited from their legislative victories? Why is the AFL-CIO called the "People's Lobby?"

8. What gains did the Labor Movement make during the 1930s? Why?

9. What factors led to the merger of the AFL and CIO in 1955?

10. What is COPE? What are its goals?

11. What role did the AFL-CIO play in the passage of the Civil Rights Act of 1964? What does this tell you about the goals of the AFL-CIO?

12. What are some of the current issues facing organized labor?

13. State a generalization about the history of the American Labor Movement for each of the following areas:

    A. Employers' response to unionism

    B. Role of the government during labor-management conflicts

    C. Labor's legislative goals

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Bibliography

Labor History

Books

ELEMENTARY

LABOR FIRST: The first state law passed limiting the hours for working children to no more than ten was in Massachusetts in 1842 for children under the age of twelve!

U.S. Department of Labor

LABOR HISTORY -- BOOKS

Bibliography -- Elementary

The following books are listed under the subject of Labor in either The Elementary School Library Collection published by Brodart or The Children's Classified Catalog published by Wilson, or were suggested by the AFL-CIO American Library Association Joint Committee on Library Services to Labor Groups. Those with an asterisk (*) are found in the school library catalog; those with the symbol (+) are from the AFL-CIO list. Those with no symbol were viewed from public library shelves and were deemed of interest to elementary age students.

By no means are these the only titles relating to work, labor or working people. Check with your school or community librarian for other titles.

Ancona, George. And What Do You Do? A Book About People and Their Work. Dutton, 1975. (Grades 3-6) (*) 331.7

A brief introduction to 21 varied careers which do not require a college degree.

Atkinson, Linda. Mother Jones: The Most Dangerous Woman in America. Crown, 1978. (Grades 6 and up) (*) Juvenile Biography, Jones

The latest work on a woman whose life was dedicated to the struggle of working children and adults.

Bethel, Jean. Three Cheers for Mother Jones. Holt, Rinehart and Winston, 1980. (Grades 2-4) (*) J 331.8809

Easy-to-read, simple illustration of Mother Jones organizing a march from Philadelphia to New York City to see the President about the Child Labor conditions.

Biddle, Marcia McDenna. Labor. Dillon Press, 1979 (*) (Grade 6 and up) 920

A tribute to Mother Jones, Mary Healen Vorse, Frances Perkins, Addie Wyatt, Dolores Huerta, and ten other working women whose contacts with human suffering prompted them to fight for justice and improvement in the field of labor.

Cahn, Rhoda and Cahn, William. No Time for School, No Time for Play: The Story of Child Labor in America. Messner, 1972. (+) (Elementary)

Excellent pictures and story of young children at work in the nation's mills, coal fields, sawmills and canneries fifty years ago.

Franchere, Ruth. Cesar Chavez. Crowell, 1970. (+) (Grades 3-6) Juvenile Biography, Chavez

Easy-to-read biography of the Mexican-Americans who led the movement to organize farm workers. Delightful illustrations.

Freeman, Bill. Shantymen of Cache Lake. Lorimer and Company Ltd., 1975. (*)

Fiction story of a brother and sister experiencing the hardships of Canadian loggers and participating in the establishment of their union.

Fisher, Leonard E. The Shoemakers. Franklin Watts, Inc., 1967. (*) (Elementary) J 331

Social history of the American shoemakers and how they went about their work. Colonial craftsmen series.

Freedman, Russell. Immigrant Kids. Dutton, 1980. (*) (Grades 4-7) J 301.4314

Text and photographs chronicle the lives of immigrant children at home, work and play during the late 1800s and early 1900s.

Heyman, Abigail. Butcher, Baker, Cabinetmaker. Crowell, 1978. (*) J 331.4

Brief text shows women in a variety of jobs; discusses why women work and some of the ways to train for a job.

Holland, Ruth. Forgotten Minority: America's Tenant Farmers and Migrant Workers. Crowell Collier Press, 1970. (*) (Elementary) J 331.6

Describes labor, poverty and loneliness of the homesteader and changes in farm ownership and later exploitation of migrant workers and tenant farmers, their efforts to organize and some needed reforms to improve their lives.

Holland, Ruth. Mill Child: The Story of Child Labor in America. Crowell-Collier Press, 1970. (Grades 5-7) J 331.3

Moving, bitter story of child labor in the United States with the advent of the machines of the Industrial Revolution. Concluding chapter deals with children of today's migrant workers. Photographs, drawings.

Katz, William Loren and Katz, Jacqueline Hunt. Making Our Way: America at the Turn of the Century in the Worlds of the Poor and Powerless. Dial, 1975. (*) J 305.5

First-person accounts of fourteen poor immigrants and non-whites living in America at the turn of the century.

Korson, G.K. John L. Lewis: Young Militant Labor Leader. Bobbs-Merrill, 1970. (+) Junior Biography, Lewis, WLN

The childhood days of the former president of the United Mine Workers.

Lens, Sidney. Working Men: The Story of Labor. G. P. Putnam's Sons. (Upper Elementary) J 331.88

Includes a good glossary of labor terms.

Levy, Elizabeth. Struggle and Lose, Struggle and Win: The United Mine Workers Union. Four Winds Press, 1977. (*) (Upper Elementary) J 331.88

Traces the achievement and failures of the United Mine Workers Union from its 19th Century beginnings to the present.

Maher, John E. and Symmes, S. Stowell. Learning About People Working For You. Franklin Watts, Inc., 1969. (*) (Grades 4-7)

Excellent beginners' books on economics, labor, capital, goods and services.

Meltzer, Milton. Bread and Roses: The Struggle of American Labor. Knopf, 1967. (*) (+) (Upper Elementary and Junior High) 331.09 WLN

Basic introduction to study of the struggle of workers to improve their working conditions; uses quotes from speeches, books, magazines, and other documents of the period.

Meltzer, Milton. Brother, Can You Spare a Dime? The Great Depression, 1929-1933. Knopf, 1969. (*) (Upper Elementary) 330.973

Begins with the stock market crash of 1929 and concludes with the election of Franklin D. Roosevelt; presents the human side of the Great Depression.

Meltzer, Milton. Taking Root: Jewish Immigrants in America. Farrar Straus, 1979. (*) (Grade 6 and up) 305.8

Depicts horrors of child labor, sweatshops and tenament life and the contributions of immigrants to literature, drama and workers, and the role of garment workers in the formation and acceptance of trade unions.

Noble, Iris. Life on the Line: Alternative Approaches to Work. Coward, McCann and Geoghegan, 1977. (*) (Upper Elementary) 331.2

Surveys alternative approaches to work which have been used by government or industry to overcome job dissatisfaction and wasting of human resources.

Olesky, Walter. It's Woman's Work, Too. Messner, 1980. (*) (Elementary) J 331.4

Describes 22 women in nontraditional jobs, what they do and what satisfaction they receive.

Patterson, Wayne. The Koreans in America. Lerner Publications, 1977. (*) (Grade 5 and up) J 305.8

History of Korean immigration to United States, the problems they have met, and contributions they have made.

Rockwell, Anne. When We Grow Up. Dutton, 1981. (*) (Grades 3-6) J 331.3

Simple narration of what fourteen children would like to be. A good read-aloud to younger children beginning to study the world of work.

Sandler, Martin W. Way We Lived: A Photographic Record of Work in Vanished America. Little Brown, 1977. (*) (Elementary) 331.7

Includes work in logging, farming, mining, shipping, construction, and factories.

Portrays public servants, describes child labor, servants, businessmen, office workers, and vanished occupations. Photographic essay.

Shippen, Katherine B. This Union Cause -- The Growth of Organized Labor in America. Harper and Brothers, 1958. (Upper Elementary) J33L.88S

A detailed history of the growth of American Labor organizations in an easy-to-read style.

Saul, Wendy. Butcher, Baker, Cabinetmaker: Photographs of Women at Work. J 331.4

Pictures show women in a wide variety of jobs; simple text is easy to understand.

Seed, Suzanne. Fine Trades: With Photographs by the Author. Follett, 1979. (*) J 331.7

Ten men and women discuss their occupations which involve craftsmanship.

Sima, Carolyn. Labor Unions in the United States: A First Book. Franklin Watts, 1971. (New York State Education Department) (Elementary)

An informative book on unions, their organizations, goals and concerns.

Sterne, Emma Gelders. I Have a Dream. Knopf, 1965. (*) (Elementary) J323.4

History of Black's struggle to obtain full citizenship, adequate housing, integrated education, equal opportunities for employment and dignity told through biographical sketches of nine Black people.

Sulzberger, C.L. Sit Down With John L. Lewis. Random House, 1938. Junior Biography, Lewis

Short sentences, easy to read.

Sung, Betty Lee. The Chinese in America. Macmillan, 1972. (*) (Grades 5 and up) J 305.8

History of Chinese people in the United States beginning with their arrival to work in the California gold mines and their many other fields of labor.

Weiner, Sandra. Small Hands, Big Hands: Seven Profiles of Chicano Migrant Workers and Their Families. Pantheon Books, 1970. (*) (Grades 3-6) J 331.5

First-hand information from taped interviews. Within grasp of their grade readers but more useful to slightly older children.

Weiss, Ann E. We Will Be Heard: Dissent in the United States. Messner, 1972. (*) J 322.4

Traces the pattern of dissents in American history. Deals with the battles for women's rights, the struggle of working people to form unions, and the opposition of thousands of Americans to the Vietnam War.

Winn, Marie. Man Who Made Fine Tops: A Story About Why People Do Different

Kinds of Work. Pictures. Simon and Schuester, 1970. (*) J 331.7

Explains the division of labor in an easy-to-understand story. Includes suggested activities to parents and teachers to reinforce the concept of specialized labor.

Wolf, Bernard. In This Proud Land: The Story of a Mexican-American Family. Photos. Lippincott, 1978. (*) (Grade 4 and up) J 331.6

Portrays the hard life of a large Mexican-American migrant family as they struggle against poverty and prejudice.

Bibliography

Labor History

Books

JUNIOR HIGH

LABOR FIRST: The first state law declaring that proprietors of manufacturing establishments should teach their child laborers "reading, writing and the first four rules of arithmetic" was passed in Connecticut in 1813.

U.S. Department of Labor

LABOR HISTORY — BOOKS

Bibliography — Junior High

The following titles marked with an asterisk (*) are listed in Wilson's Junior High School Library Catalog; those with the symbol (+) are from the AFL-CIO and American Library Association Joint Committee on Library Services to Labor Groups. Books marked with WLN can be secured from the Washington Library Network by placing a request through your local public library.

Since reading and interest levels differ markedly among junior high students, it would be helpful to check both the elementary and high school lists. Junior high students will also be able to handle many of the titles listed in the general categories of this guide. The section on Curriculum/Study Units contains several guides developed specifically for junior high classes.

For additional resources, check your school and community library.

Atkinson, Linda. Mother Jones: The Most Dangerous Woman in America. Crown, 1978. (*) (Grades 6 and up) Junior Biography, Jones

Outlines the life and times of labor organizer Mary Harris Jones, affectionately called "Mother Jones" by the laborers to whom she dedicated her life. One of history's first women activists.

Archer, Jules. Famous Young Rebels. Messner, 1973. (*)

Biographies of twelve people who, in their youth, were idealistic radicals seeking a better world. Labor leaders included are Elizabether Gurly Flynn and Samuel Gompers.

Beard, Annie E.S. Our Foreign-Born Citizens. Crowell, 1968. (*) 920

Short biographies include Samuel Gompers, Philip Murray and David Dubinsky, among many other Americans who perservered through hard work.

Brin, Ruth F. Contributions of Women: Social Reform. Dillon Press, 1977. (*) 920

Biographies of six American women whose activism on social issues made an impact on society. Labor leader Florence Kelley is one of the six.

Cahn, Rhoda and Cahn, William. A Pictoral History of American Labor. Crown Publishers, Inc., 1972. (AFT Working in America Kit)

The contribution of working men and women to America's growth from colonial times to the present. 750 illustrations.

Cole, Sheila. Working Kids on Working. Lathrop, 1980. (*) J 331.3109

Twenty-five young people discuss their work experience. Includes brief history of child labor laws and legal information pertinent to working minors.

Eiseman, Alberta. From Many Lands. Atheneum, 1970. (*) J 301.45

Describes experiences of immigrants over a period of two hundred years and how they helped America. The story is not always pretty.

Goldhurst, Richard. America Is Also Jewish. Putnam, 1972. (*) J 301.45

Traces Jewish immigration to the United States and discusses their land.

Goldston, Robert. The Great Depression, the United States in the Thirties. Fawcett, 1978. (*) 330.973

A long, hard look at the grim years that followed the crash of 1929..."a meaningful presentation for teenagers."

Halsey, D.S. Jr. Survival in the World of Work. Scribner's, 1975. (*) 331.702

Easy-to-read discussion of the meaning and necessity of work in today's world. Many illustrations.

Hansberry, Lorraine. The Movement. (*) 301.451

Documents many aspects of the social revolution to humanize our country as Blacks struggled for dignity, citizenship and a decent life. Many photographs.

Haris, Janet. Thursday's Daughters: The Story of Women Working in America. Harper, 1972. (*) 331.4

Profiles the working woman through 300 years of history and concludes with analysis of current problems facing working women.

Harter, Walter. Coal: The Rock That Burns. Elsenier/Nelson Books, 1979.

Broad examination of coal and its importance; includes information on many mining techniques and union history.

Haskins, Jim. The Long Struggle: The Story of American Labor. Westminster Press, 1976. (*) 331.8

Describes key organizational efforts by Gompers, Debs and others to more recent trends. Deals with the role of Blacks in American Labor Unionizations.

Haskins, James. The New Americans: Vietnamese Boat People. Enslow Publishers, 1980. (*) 325.73

Although directed mainly to the Vietnamese, the book also mentions other groups of refugees of various eras. Useful for class discussions.

Heaps, Willard A. Wandering Workers: The Story of American Migrant Farm Workers and Their Problems. Crown, 1968. (*) (New York State Education Department) 331.6709

Transcripts of interviews taped in migrant labor camps.

Holland, Ruth. Forgotten Minority: America's Tenant Farmers and Migrant Workers. Macmillan, 1970. (*) (New York State Department of Education Kit) J 331.3/301.44 WLN

The field workers' struggle for justice.

Holland, Ruth. Mill Child: The Story of Child Labor in America. Macmillan, 1970. (*) (+) J 331.3

An impassioned chronicle of child labor in America; traces the long, hard fight to gain protective legislation for child laborers.

Katz, William Loren. An Album of the Great Depression. Watts, 1978. (*) 330.973

Photographs survey the Depression years; the darker issues of prejudice and poverty are openly dealt with. "Useful source for school assignments."

Lawson, Don. Frances Perkins - First Lady of the Cabinet. Avelard-Schuman, 1966. Photos, Biography, Perkins

Traces Perkins' early attempts to improve working conditions for women and children, her chairmanship of New York Labor Department and career as U.S. Secretary of Labor during the New Deal.

Lens, Sidney. Unions and What They Do. Putnam, 1968. (New York State Department of Education Kit). WLN

A simply written explanation of the organization and activities of unions.

Lens, Sidney. Working Men: The Story of Labor. Putnam, 1960. J 331.88

Interesting, readable summary of working people, the first unions, the Guilded Age, the Golden Twenties, Depression and the New Deal to the new era and the unfinished tasks.

Levy, Elizabeth. Struggle and Lose, Struggle and Win: The United Mine Workers Union. Photo essay by Gordillo. Four Winds, 1977. (*) 331.8

Traces the history of the United Mine Workers, the first major industry-wide union, and deals with the autocratic rule of John L. Lewis.

Meltzer, Milton. All Times, All Peoples: A World History of Slavery. Harper, 1980. (*) 326

Considers the enormous variety of unskilled and highly sophisticated work performed by slaves through the centuries. Handsome illustrations.

Meltzer, Milton B. Bread and Roses: The Struggle of American Labor, 1865-1915. Knopf, 1967. (*) (+) (New York State Education Department Kit) 331.8

Shows how hard and long American workers have struggled to achieve the power some of their unions now have. Contains short dictionary of labor terms.

Meltzer, Milton. Brother, Can You Spare a Dime? The Great Depression, 1929-1933.

Knopf. (*) 331.0973 WLN

Reports on the effect of the Depression on factory workers, children, Black Americans, the middle class, miners, farmers and farm laborers. Uses eye-witness reports and documentation.

Meltzer, Milton. Eye of Conscience: Photographers and Social Change. Follett Publishing Company, 1974. (*) 303.4

Social issues seen by ten photographers depicting events from 1864 to the present. Suggests guidelines for making your own photographic statement.

Meltzer, Milton. Taking Root: Jewish Immigrants in America. Straus, 1976. (*) 305.8

Detailed picture of the daily life of the newcomers, including the horrors of child labor, sweatshops and tenement life.

Mitchell, Joyce Slayton. I Can Be Anything: Careers and Colleges for Young Women. College Entrance Examination Board, 1978. (*) 331.7

Sketches approximately 100 occupations. A good introductory source of occupational information.

Noble, Iris. Labor's Advocate: Eugene V. Debs. Messner, 1966. (+) Juvenile Biography, Debs

Portrait of a labor leader who championed social and economic issues during the early 1900s.

Olesky, Walter. It's Women's Work, Too. Messner, 1980. (*) 331.4

Twenty-two women employed in traditional male occupations comment on their work situations.

Paradis, Adrian A. Labor in Action: The Story of the American Labor Movement. Messner, 1974. (*) 331.8 WLN

An introduction to the American Labor Movement including major organizing efforts, strikes, and federal legislation affecting unions.

Paradis, Adrian A. The Hungry Years: The Story of the Great American Depression. Chilton Book Company, 1967. 330.973

The depression is made alive and understandable for those too young to have known about it.

Pelling, Henry. American Labor. University of Chicago Press, 1960. (+) 331.09 WLN

Authoritative narrative history that traces the evolution of the labor movement against the background of American social and economic development as a whole. Frequently used as a text for labor studies in junior or senior high school classes. Text basis for several study units listed elsewhere in the guide.

Sandler, Martin W. The Way We Lived: A Photographic Record of Work in a Vanished America. Little, 1977. (*) 331.09

One hundred photographs depict what it was like to work for a living between 1865 and 1918. "Illustrations are a gold mine for teachers, librarians..."

Selvin, David F. Eugene Debs: Rebel, Labor Leader, Prophet: A Biography. 92 Debs, WLN

Readable account of one of America's most controversial figures in social and political history.

Selvin, D.F. The Thundering Voice of John L. Lewis. Lathrop, 1969. (*) Biography. WLN

Selvin, D.F. Sam Gompers: Labor's Pioneer. Abelard, 1964. (+) 92 Gompers, WLN

The rise of a cigarmaker's son to the founding of the American Federation of Labor.

Selvin, D.F. Champions of Labor. Abelard, 1967. (*) (+) J 331.8809 WLN

Short sketches of the lives and work of important leaders of American labor.

Shippen, Katherine B. This Union Cause -- The Growth of Organized Labor in America. Harper Brothers, 1958. J 331.88 S

A detailed history of the growth of American labor organization, written in an easy-to-read style. Interesting American history.

Steinberg, Rafael. Man and the Organization. Time-Life Books, 1975. (*) 302.3

Traces in pictures and words the development of man's instinct and need to be heard together in some type of organized structure. Also covers aspects of the dehumanizing of today's work place.

Werstein, I. ing. Labor's Defiant Lady: The Story of Mother Jones. Crowell, 1969. (*) B. Jones or JB721W WLN

An exciting and unusual life story of one of the great women crusaders for adult and child workers.

Werstein, Irving. Pie in the Sky -- An American Struggle -- The Wobblies and Their Times. Delacourt, 1969. (+) J 331.88

Re-evaluates a seriously maligned and misunderstood era in America's past. The "Wobblies" formed an integral part of the labor annals, folklore and literature of the nation.

Werstein, Irving. Strangled Voices: The Story of the Haymarket Affair. Macmillan, 1970. 977.3 WLN

Fast-reading, provocative explanation of the causes and effects of "The Haymarket Massacre" in Chicago in May 1886. The hysteria that swept the country, the lust for vengeance, the trials and hangings, are still relevant today.

Bibliography

Labor History

Books

SENIOR HIGH AND GENERAL READER

LABOR FIRST: The first workers' compensation agreement was made between Captain William Kidd, the pirate, and his crew. "If any man should loose a leg or arm in ye said service, he should be given six hundred pieces or eight or six able slaves."

U.S. Department of Labor

LABOR HISTORY — BOOKS

Bibliography — Senior High and General Reader

The following non-fiction books listed in Wilson's Senior High School Library Catalog are identified with an asterisk (*); those recommended by the AFL-CIO American Library Association Joint Committee on Library Services to Labor Groups has the symbol (+). Other titles were recommended in the various Curriculum/Study Units listed elsewhere in the guide. Books that can be secured through the Washington State Library Network by placing a request through your community public library will be noted with the initials WLN. Please check your school and community library for availability of these titles and for additional materials.

Adamic, Louis. Dynamite: The Story of Class Violence in America. Viking Press, 1960 Revised Edition. 331.886 WLN

A classic study of competing groups in American society. Adult.

AFL-CIO Centennial Anthology -- A Collection of Readings to Celebrate the 110th Anniversary of the American Labor Movement. AFL-CIO, Washington, D.C., 1981.

Contains articles and messages by and about such important leaders as Samuel Gompers, William Green, John L. Lewis, Philip Murray, Walter P. Reuther, George Meany, Lane Kirkland and Thomas R. Donahue. Includes a Federation Chronology: 100 Years of Labor History.

Baxandall, Rosalyn and others, editors. America's Working Women. Random House, 1979. (*) (+) 331.4

Drawing upon diaries, journals and contemporary reports, the editors have compiled a valuable resource for courses on labor history and women in society.

Brody, David. Workers in Industrial America, Essays on the Twentieth Century Struggle. Oxford, 1980. (National Council for the Social Studies -- Teaching American History Unit) WLN

Brooks, T.R. Toil and Trouble. Dell, 1972, rev. ed. (+) (Working in America Study Kit) 331.88 B79lt WLN

Traces workers from the early journeymen coordinators to about 1970. Recommended in several kits and by labor historians as one of the best authorative sources available.

Cahn, Rhoda and Cahn, William. A Pictoral History of American Labor. Crown Publishers, Inc., 1972. (+) (AFT Working in America Study Kit) 331.1097 WLN

The contribution of working men and women to America's growth from colonial times to the present. 750 illustrations.

Cole, Gordon H. (ed.) Labor's Story -- As Reported by the American Labor Press. Community Publishers, 1961. 331.88 C6741 WLN

Reprints of newspaper headlines, stories, cartoons covering a span of history-making events.

Coles, Robert. The South Goes North. Little, 1971. (Children of Crises Series) 301.32

Author studies ghettoes of Northern cities to write portraits of people who migrated there from the South and from Appalachia.

Coles, Robert. Migrants, Sharecroppers, Mountaineers. Little, 1971. (Children of Crises Series, v. 2) (*) 331.5

Describes lives of the children of migrant pickers, sharecroppers and poor whites.

Coles, Robert. The Middle Americans: Proud and Uncertain. Little, 1971. (*) 301.44

Based on taped interviews, book describes views and lifestyles of several working class families -- a steamfitter, policeman, filling station operator, welder, druggist and others.

Conlin, Joseph Robert. Bread and Roses Too: Studies of the Wobblies. Greenwood Publishing Corporation, 1969. 331.88 WLN

Author attempts to correct what he feels are basic errors in historical interpretations of the IWW (Industrial Workers of the World). Analytical but highly readable.

Conway, Mimi. Rise Gonna Rise, A Portrait of Southern Textile Workers. Anchor, 1979. (National Council for the Social Studies -- Teaching American History Study Unit) 331.767 WLN

Dawley, Alan. Class and Community, The Industrial Revolution in Lynn. Harvard University Press, 1979. (National Council for the Social Studies -- Teaching American History Unit) 331.0453 WLN

Dublin, Thomas. Women at Work: The Transformation of Work and Community in Lowell, Massachusetts, 1826-1860. Columbia University Press, 1979. (National Council for the Social Studies -- Teaching American History Unit) 331.4877 WLN

Dubofasky, Melvyn. We Shall Be All: A History of the Industrial Workers of the World. Quadrangle, 1974. (+) (Working in America Study Kit) 331.8809 WLN

A comprehensive history of the IWW up to its decline after 1919.

Dulles, F.R. Labor in America: A History. Crowell, 1966. (+) 331.88 D88813 WLN

A history of American labor from its craft beginnings in Colonial America through the 1960s. For the advanced reader.

Edwards, Richard. Contested Terrain, The Transformation of the Workplace in the Twentieth Century. Basic Books, 1979. (National Council for the Social Studies -- Teaching American History Unit) 301.55 WLN

Gardner, J.L. and Weisberger, B.A. Labor on the March. Harper, 1969. (+) 331.88 WLN

Attractively illustrated history of the American Labor Movement.

Goldston, Robert. The Great Depression: The United States in the Thirties. Bobbs, 1968. (*) 309.173

A long, hard look at the grim years following the 1929 crash; explores the role of farmers and organized labor and the turbulent activities of the New Deal.

Green, James R. The World of the Worker: Labor in Twentieth Century America. Hill and Wang, 1980. (National Council for the Social Studies -- Teaching American History Unit) (Social Education Study Unit) 331.0973 WLN

A synthesis of the working-place experience which incorporates the workplace, the union, and political activism. Includes the role of immigrants, Blacks, women, neighborhood and family.

Gutman, Herbert G. The Black Family in Slavery and Freedom, 1750-1925. Pantheon, 1976. (National Council for the Social Studies -- Teaching American History Unit) 301.42 WLN

Highly respected social historian.

Gutman, Herbert G. Work, Culture and Society in Industrializing America. Knopf, 1976. (National Council for the Social Studies Study Unit) (New York State Education Department Guide) 301.0973 WLN

Important social history.

Handlin, Oscar (ed.). Children of the Uprooted. Braziller, 1966. (*) 325.73

An anthology of writings produced by 34 offspring of immigrants to the United States.

Haskins, James. The Long Struggle: The Story of American Labor. Westminster Press, 1976. 331.8809 WLN

Founding and growth of the American Labor Movement and labor unions from Colonial times through today. An important Black writer.

Herling, John. Labor Unions in America. Robert B. Luce, 1964. (+)

An account of the American Trade Union Movement, highlighting events of its past and present, including a look at its future.

Hutchinson, John. The Imperfect Union: A History of Corruption in American Trade Unions. Dutton, 1970. (*) 331.88 WLN

Puts magnifying glass on corruption in the building, longshoremen, garment, and service unions. Questionable balance.

Huthmacher, J. Joseph. A Nation of Newcomers: Ethnic Minorities in America

History. Delacorte Press, 1969. (*) 301.45

Informal survey of the treatment accorded minority groups and how each group tried to earn recognition and acceptance.

Images of Labor. Pilgrim Press, 1981. (Social Studies School Services) WLN

Full-page art originals depict scenes of the Labor Movement and workers throughout history. Contains stirring quotations by important labor figures.

Kornbluh, Joyce L. Rebel Voices: An IWW Anthology. University of Michigan Press, 1964. (+) (Working in America Study Kit) 331.886 WLN

History of the IWW as told by the "Wobblies" themselves through their tracts, pamphlets, newspapers and magazines. Many illustrations.

Lens, Sidney. The Labor Wars: From the Molly Maguires to the Sitdowns. Doubleday, 1973. 331.8929 WLN

Emphasizes turbulance of the bloody and revolutional battles of the American Labor Movement. Popular account but not necessarily completely accurate.

Litwack, Leon. The American Labor Movement. Prentice Hall, 1962. (National Council for the Social Studies -- Teaching American History Unit) (Social Studies School Service) 331.88 L737 WLN

Testimony of workers and employers, congressional hearings and editorials recreate the conditions which provoked millions to organize.

Lowenfirsh, Lee and Lupine, Tony. The Imperfect Diamond: The Story of Baseball's Reserve System and the Men Who Fought to Change It. Stein and Day, 1980.

Traces the story of baseball labor from the introduction of the reserve clause in 1879 through the litigation of the 1970s and presents a modest proposal for the survival and prosperity of professional baseball.

Meltzer, Milton. Bread and Roses: The Struggle of American Labor. New American Library, 1977. Reprint of 1967 edition. (+) (Social Studies School Service) 331.8 WLN

Covers the fifty years between the Civil War and World War I, picturing the workers' lives largely through their own words.

Montgomery, David. Workers' Control in America: Studies in the History of Work Technology and Labor Struggles. Cambridge University Press, 1979. (National Council for the Social Studies -- Teaching American History Unit) WLN

For the advanced reader or adult.

Morris, Richard B. (ed.). The U.S. Department of Labor Bicentennial History of the American Worker. Government Printing Office, 1976. (+) (Working in America Study Kit) 331.0973 WLN

Illustrated history of the American worker with contributions by leading labor historians. Includes a concise account of union history since World War II by Jack Barbash.

Paradis, Adrian A. The Hungry Years: The Story of the Great American Depression. Chilton Book Company, 1967. 330.973

The depression is made alive and understandable for those too young to have known about it.

Paradis, A.A. Labor in Action. Messner, 1963. (+) (New York State Education Department Study Guide) 331.88 P211 WLN

Simply written history of labor's progress from the Colonial times to the 1960s.

Pelling, H[illegible]. American Labor. University of Chicago Press, 1960. (+) (New York State Department of Education Study Guide) (Working in America Kit) 331.09 P366a WLN

Basic text for junior and senior high school classes.

Radosh, Ronald. American Labor and United States Foreign Policy. Random House, 1970. (National Council for the Social Studies -- Teaching American History Unit) 331.88 WLN

For the advanced reader.

Rayback, Joseph G. History of American Labor. Macmillan, 1959. (+) (Working in America Kit) 331.88 R213h WLN

Labor's growth against the background of American political, social, economic, and industrial history. Detailed, extensive coverage. Classic background information for serious student of labor history.

Schnapper, M.B. American Labor, A Pictorial Social History. Public Affairs Press, 1972. (+) (Working in America Kit) (New York State Education Guide) 301.3332 oversize WLN

Stein, Leon (ed.). Out of the Sweatshop: The Struggle for Industrial Democracy. Quadrangle, 1977. (+) (Working in America Kit) 331.8818 WLN

Readings dramatize the garment workers' battle against the sweatshop and the struggles to form the International Ladies' Garment Workers Union.

Stein, Leon. The Triangle Fire. Lippincott, 1967. (+) (New York State Department of Education Unit) 974.71 WLN

Dramatic recreation of the Triangle Shirt-Waist Company tragic fire.

Taft, Philip. Defending Freedom -- American Labor and Foreign Affairs. Nash Publishing Company, 1973. 331.8809 WLN

A leading labor historian, the author traces labor's opposition to communism and explains how labor has been one of the nation's staunchest supporters of freedom both at home and abroad.

Terkel, Studs. Working: People Talk About What They Do All Day and How They Feel About What They Do. Pantheon Books, 1974. (*) (New York State Education Guide) 331.2097 WLN

Sensitive portrayal of working experiences. Excellent.

Terkel, Studs. Hard Times: An Oral History of the Great Depression. Pantheon Books, 1970. (*) 309.173

Reminiscences reflect the depression and all its despair; the apple salesmen on the streets, the Bonus March, stirrings of organized labor and the violent squelchings.

Thompson, E.B. The Making of the English Working Class. Pantheon, 1964. (National Council for the Social Studies -- Teaching American History Unit) 331.8 T372m

Interprets the transition of English peasants to the working class in industrialized society.

United States Bureau of Labor Statistics. A Guide to Job Opportunity: The Occupational Outlook for Blue Collar Workers. Sterling, 1979. (*) 331.7

Brief descriptions of the nature, training, employment outlook, wages and working conditions of various blue-collar jobs.

Ware, Norman. The Labor Movement in the United States, 1860-1895. Peter Smith Publishers, Inc., 1969. (+) (Working in America Kit) 331.09 W225l WLN

Deals with the Knights of Labor and its relation to the rest of the Labor Movement. Advanced reader.

Ware, Norman. The Industrial Workers -- 1840-1860 -- The Reaction of American Industrial Society of the Advance of the Industrial Revolution. Quadrangle Books, 1964.

Good coverage of women in the early union movement and the social and economic changes that led to new values and expectations for working people. Philosophical.

Weinberg, Arthur (ed.). The Muckrakers. Capricorn Books, 1964. (*) 309.173

Collection of articles by many of America's most famous reform writers.

Wersten, Irving. Pie in the Sky -- An American Struggle -- The Wobblies and Their Times. Delacorte, 1969. (*) 3331.88 WLN

An exciting account of a turbulent, revolutionary organization of the 1900s: the Industrial Workers of the World.

Wersten, Irving. The Great Struggle: Labor in America. Scriber, 1965. 331.88

A lively description of labor's progress from the first indentured workers to the merger of the AFL-CIO in 1955.

Wersten, Irving. Strangled Voices: The Story of the Haymarket Affair. Macmillan, 1970. (+) 977.3 WLN

A chronicle of the Haymarket Affair of the 1880s, including the riot and trial of the accused people.

Winslow, Susan. Brother, Can You Spare a Dime? America From the Wall Street Crash to Pearl Harbor; An Illustrated Documentary. Two Continents Publishers, 1976. (*) 309.173

An anthology of period material from the popular press arranged chronologically.

Wolff, Leon. Lockout -- The Story of the Homestead Strike of 1892: A Study of Violence, Unionism, and the Carnegie Steel Empire. Harper and Row, 1965. 331.892 W8321 WLN

An exciting narrative of the bloody Homestead Steel Strike and the men who fought it.

Yellowitz, Irwin. Industrialization and the American Labor Movement, 1850-1900. Kennikat Press, 1977. 331.0973 WLN

CONTEMPORARY ISSUES

LABOR FIRST: The first private pension plan offered by a labor organization was set up by the Amalgamated Society of Engineers, a union of American and Canadian workers, in 1860.

U.S. Department of Labor

HIGH SCHOOL AND GENERAL READER

CONTEMPORARY ISSUES

Anderson, Bernard E. and Sawhill, Isobel V. Youth Employment and Public Policy. Prentice Hall (The American Assembly), 1980. 331.3411 WLN

Focuses on youth employment (especially young Black men) and describes efforts past and present to deal with it.

Chamot, Dennis and Baggett, Joan (editors). Silicon, Satellites and Robots: The Impacts of Technological Change in the Workplace. Washington, AFL-CIO, 1980. (+) (Working in America Kit)

Conway, Mini. Rise Gonna Rise: A Portrait of Southern Textile Workers. Anchor Books, 1979 441.7677 WLN

Tells of the nation's lowest paid industrial workers and their bitter battles with giant J.P. Stevens, America's largest textile company.

Dworkin, James B. Owners Versus Players: Baseball and Collective Bargaining. Auburn House Publishing Company, 1981. 301.44 WLN

From the reserve clause of 1879 to the free agency of 1981, the author covers all the events and people that have impacted today's owner-player relations to help the reader understand the complexities underlying player-owner discord today.

Garson, Barbara. All the Livelong Day: The Meaning and Demeaning of Routine Work. Doubleday, 1975. 301.44 WLN

Humorous anecdotes catch the constant struggle -- sometimes witty, violent or pathetic spirit of workers at their daily jobs.

Hawkins, Robert G. (editor). The Economic Effects of Multinational Corporations. JAI Press, 1979. (+) (Working in America Kit) WSU 80-035403

Deals with jobs and the multinational corporation, collective bargaining and labor relations in the multinational enterprise and other facets of international business. For the advanced reader.

Levitan, Sar A. More Than Subsistence: Minimum Wage for the Working Poor. John Hopkins University Press, 1979. (+) (Working in America Kit) 331.21 WLN

An analysis of the role of the minimum wage and its effect on the working poor.

Mitchell, Daniel J.B. Unions, Wages, and Inflation. Brookings, 1980. (+) (Working in America Kit) 331.2973 WLN

Considers the effect of the setting of wages by collective bargaining on inflation. Advanced reader.

O'Toole, James, Scheiver, Jane L., and Wood, Linda C. Working Changes and Choices:

A Course by Newspaper Reader. University Extension, University of California at San Diego and National Endowment for the Humanities. Human Sciences Press, 1981.

A fifteen-part series of articles covering many of the tough choices about work that America and Americans face. Prominent authorities write on such issues as "The Meanings of Work," "What Work Means to a Blue Collar Worker," "Blue Collar Women," "Changing Attitudes Toward Work and Careers," "The Work Ethic Today," "The Quality of Work Life," "Democracy in the Workplace," and "Work and the Future."

Rifkin, Jeremy and Barber, Randy. The North Will Rise Again: Pensions, Politics and Power in the 1980s. Beacon Press, 1978. (+) 331.809 WLN

Eye-opening look at economic power in America today and the political struggle among the major power blocks -- the unions, the corporate/financial community, the northern industrial states, and the sunbelt -- to control it.

Schmidtman, John. Unions in Post-Industrial Society. Pennsylvania State University Press, 1979. 331.8809 WLN

A theoretical forecast of organized labor's ability to meet the challenges of post-industrial society.

Sheppard, C. Stewart and Carroll, Donald C. (editors). Working in the Twenty-First Century. John Wiley and Sons, 1980. 331.0905 WLN

Based on a symposium of a group of authorities discussing questions such as, "What will the world of work be like in the 21st Century?"

Sheppard, Harold L. and Rix, Sara E. The Graying of Working America: The Coming Crisis of Retirement-Age Policy. Free Press, 1977. 331.38 WLN

Author questions the current trend toward early retirement and speaks for the necessity for developing more productivity from older persons.

Work Life in the 1980s: Timely Reports to Keep Journalists, Scholars, and the Public Abreast of Developing Issues, Events, and...Editorial Research Reports. Congressional Quarterly, Inc., 1981. 331.0973 WLN

Wycoff, D. Daryl. Truck Drivers in America. Lexington Books, 1979. 331.7613 WLN

A leader in motor-carrier industry research, the author examines the views of thousands of professional intercity truck drivers, comparing their backgrounds, performance, union relations from differing parts of the industry.

CONTEMPORARY ISSUES

MINORITIES

The CIO (an industrial union rather than a craft) probably did more to break down racial discrimination than any other force in American life since the 1870s.

Sidney Lens, 1960
Working Men: The Story of Labor

HIGH SCHOOL AND GENERAL READER

CONTEMPORARY ISSUES -- MINORITIES

Almquist, Elizabeth McTaggart. Minorities, Gender and Work. D.C. Heath, 1979. (+) (Working in America Kit) 301-441 A4571 WLN

Experiences of eight minority groups in the labor market.

Bracey, John H., Meier, August, and Rudwick, Elliot (editors). Black Workers and Organized Labor. Wadsworth Publishing Company, 1971. 331.6 B722B WLN

Cantor, Milton (editor). Black Labor in America. Contributions in Afro-American and African Studies Number 2. Negro Universities Press, 1969. 331.6 WLN

Seven articles dealing with aspects of Black labor which were originally printed in 1969 issues of Labor History.

Chui, Ping. Chinese Labor in California: An Economic Study. University of Wisconsin, 1963. 332.7257 WLN

Examines the many areas in which Chinese contributed their labor from the mines, railroads, agriculture to textiles, shoes, cigars and clothing.

Cohn, Michael and Platzer, Michael K.H. Black Men of the Sea. Dodd, Mead and Company, 1978. 331.6396 WLN

From the beginning of nautical history, Blacks have played active, important, but relatively ignored, roles in maritime work. Easy reading.

Epstein, Melech. Jewish Labor in USA: An Industrial, Political and Cultural History of the Jewish Labor Movement. Ktav Publishing House, 1969. 331.6 WLN

Foner, Philip S. and Lewis, Ronald (editors). The Black Worker: A Documentary History From Colonial Times to the Present. Temple University Press, 1978. 331.6396 WLN

Freeman, Richard Barry. Black Economic Progress After 1964: Who Has Gained and Why. National Bureau of Economic Research, 1978. 331.6396 WLN

Jacobson, Gulius (editor). The Negro and the American Labor Movement. Anchor Books, 1968. 331.88 WLN

Includes both historical and contemporary points of view on the place of Black workers in the unions and the attitude of unions toward Black workers.

Levison, Andrew. The Working Class Majority. Coward, McCann and Georghagan, 1974. 323.1 WLN

Meier, August and Rudwick, Elliott. Black Detroit and the Rise of the UAW. Oxford University Press, 1979. 331.8812 WLN

Vivid case study of the transformation of race relations between the Blacks and

organized labor in Detroit during the rise of the CIO.

Meier, August and Rudwick, Elliott. From Plantation to Ghetto. Hill and Wang, 1976. (*) 301.45 WLN

Update of the 1966 edition to include recent political and social events of the seventies.

Rosenblum, Gerald. Immigrant Workers: Their Impact on American Labor Radicalism. Basic Books, Inc., 1973. 331.62 WLN

Spero, Sterling D. and Harris, Abram L. The Black Worker: The Negro and the Labor Movement. (Studies in American Negro Life Series) Atheneum, 1968. 331.6396 WLN

Written by two Black sociologists, the book covers the repeated attempts to organize separate Black unions; and is a basic study of Black people's experiences, good and bad, in the jobs and unions that were open to them.

CONTEMPORARY ISSUES

WOMEN

LABOR FIRST: The first Women's labor organization in a trade was the United Tailoresses Society of New York in 1825. Labor in this organization conducted the first strike by a Women's labor organization.

HIGH SCHOOL AND GENERAL READER

CONTEMPORARY ISSUES — WOMEN

Baxandall, Rosalyn, et. al. (editors). American's Working Women: A Documentary History -- 1600 to the Present. Random House, 1976, (+) (Working in America Kit) 331.4097 WLN

Describes the changing pattern of labor force participation and the sexual division of labor. Many photographs.

Benet, Mary Kathleen. The Secretarial Ghetto. McGraw Hill 1973. 331.481 WLN

Questions if the office is a female ghetto and describes the revolt of the white-collar worker.

Bird, Caroline. Everything a Woman Needs to Know to Get Paid What She's Worth. David McKay Company, 1973. 331.42 WLN

Tells women how to get out of the female job ghetto, how to feminize men's jobs and facts about labor unions and women. Breezy, readable style.

Bird, Caroline. Enterprising Women. Norton, 1976. 331.4097 WLN

Describes the variety of economic scenes in which women have played starring roles in various periods of history.

Bird, Caroline. The Two-Paycheck Marriage: How Women at Work are Changing Life in America; an Indepth Report on the Great Revolution of Our Times. Rawson, Wade, 1979. (*) 331.4 WLN

Astute perception, thorough research and fine organization of a timely subject makes this a thoughtful and very readable book.

Cahn, Ann F. (editor). Women in the United States Labor Force. Holt, Rinehart and Winston, 1979. (+) (Working in America Kit)

Broad-gauged analysis of the origins, implications and remedies for women's joblessness and underemployment.

Cook, Alice H. Working Mother: A Survey of Problems and Programs in Nine Countries. Cornell University, 1978. (+) (Working in America Kit) 331.4 WLN

Information on the number of women who work, why they work, their education, types of jobs, child care, national policies.

Eisler, Benita (editor). The Lowell Offering: Writings by New England Mill Women. Lippincott, 1977. 331.4877 WLN

An anthology of the daily experiences of the mill women of New England, the first industrial wage earners in the United States.

Foner, Philip S. Women and the American Labor Movement: From Colonial Times to

the Eve of World War I. The Free Press, 1979. 331.88 WLN

Tracks the progress of working women from Colonial times through the Industrial Revolution and the first unions of factory women to the organizing drives of the Knights of Labor, the AFT, the IWW, and the National Women's Trade Union League, to the eve of World War I.

Foner, Philip S. Women and the American Labor Movement: From World War I to the Present. The Free Press, 1980. 331.88 WLN

Continues comprehensive account of American working women's successes, setbacks and ongoing battles against both employers and prejudiced male unionists and describes the contributions of women workers to the improved lot of all American workers.

Hines, Lewis Wickes. Women at Work: 153 Photographs. Dover Publications, 1981. 779.96 WLN

Howe, Louise Kapp. Pink Collar Workers: Inside the World of Women's Work. Putnam, 1977. (*) 331.4097 WLN

Human stories vividly dramatize that much of women's work remains traditional, segregated and underpaid.

Kessler-Harris, Alice. Women Have Always Worked: A Historical Overview. McGraw Hill Book Company, 1981. 331.4097 WLN

Overview of women's work experiences in the United States from immigrant and Black women to wealthy, poor and middle-class women. Includes the role of unions and biographical references.

Kreps, Juanita M. and Clark, Robert. Sex, Age and Work: The Changing Composition of the Labor Force. Johns Hopkins University Press, 1978. (+) (Working in America Kit) 331.11 WLN

Identifies changes that have occurred in recent decades in the age and sex distribution of market work.

Kreps, Juanita M. (editor). Women and the American Economy: A Look to the 1980s. Prentice Hall, 1976. 331.4097 WLN

Examines the profound effect working women have and will continue to have on the economic potential of America. Adult reader.

Lederer, Muriel. Blue-Collar Jobs for Women. Dutton, 1979. (*) 331.702 WLN

Gives facts concerning blue collar and trade occupations and realistic on-the-job appraisals in the style of Studs Kerkel.

Maupin, Joyce. Labor Heroines: Ten Women Who Led the Struggle. Union WAGE Educational Committee, 1974.

Includes experiences of Agnes Nestor, Augusta Lewis, Clara Lemlich, Elizabeth Gurley Flynn, Hannah O'Day, Lenora Barry, Mother Jones and Rose Schneiderman.

Medsger, Betty. Women at Work: A Photographic Documentary. Wheed and Ward, 1975. 331.4097 WLN

A pictoral study of the wide spectrum of work done by American women -- in every conceivable type of job. Lively vignettes accompany the powerful photographs.

Katzman, David M. Seven Days a Week: Women and Domestic Service in Industrializing America. Oxford University Press, 1978. 331.7617 WLN

Describes the various ways the task of domestic service changed with modernization and urbanization. Daily lives portrayed in servants' own words.

Mitchell, Joyce Slayton. I Can Be Anything: Careers and Colleges for Young Women. College Entrance Examination Board, 1978. (*) 331.702 WLN

Fifteen careers added to first edition; discusses skills and traits; includes many recent photographs of women at work.

Robinson, Harriet H. Loom and Spindle or Life Among the Early Mill Girls - 1825-1911. 331.4877 WLN

The author worked in the New England mills from the age of ten until her marriage.

Schwartz, Felice N. How To Go To Work When Your Husband Is Against It, Your Children Aren't Old Enough, and There's Nothing You Can Do Anyhow. Simon and Schuster, 1972. 331.43 WLN

Lively, interesting reading. Valuable suggestions for getting a job.

Wallace, Phyllis A. Black Women in the Labor Force. MIT Press, 1980. 331.311 WLN

Reviews recent literature on Black women workers; gives comprehensive statistics, and offers recommendations for improving the status of Black women in the labor market.

Wertheimer, Barbara Mayer. We Were There: The Story of Working Women to America. Pantheon Books, 1977. (+) (Working in America Kit) 331.4097 WLN

Dramatic narrative history of women's work from precolonial times to the mid-twentieth century.

Williams, Marcelle Gray. The New Executive Woman: A Guide to Business Success. Chilton Book Company, 1977. 331.4816 WLN

In a fast-paced, down-to-earth style, the author relates her experiences and offers tips for success in management.

LABOR UNIONS

Debates about labor leadership and misleadership ignore the fact that most of the important breakthroughs in labor history, notably the great industrial union upsurges of the 1900s and the 1930s, originated at the base.

U. S. Department of Labor

HIGH SCHOOL AND GENERAL READER

LABOR UNIONS

Barbash, Jack. American Unions: Structure, Government and Politics. Philadelphia Book Company, 1966. (+) (Working in America Kit) 331.8809 B232a WLN

Describes the levels of union government, their forms and functions. Advanced reader.

Barbash, Jack. Labor's Grass Roots: A Study of the Local Union. Greenwood Press, 1961. 331.88 WLN

Surveys the whole range of local union structure and daily activity in the place of work and meeting halls.

Beirne, Joseph A. New Horizons for American Labor. Public Affairs Press, 1862. 331.B396n WLN

Presents conditions of the labor scene and the need for unions to adopt to the new industrial and governmental environment of the U.S.

Beirne, Joseph A. Challenges to Labor: New Roles for American Trade Unions. Prentice-Hall, 1969. 331.8809 WLN

Author emphasizes the necessity for American unions to keep pace with change and to find new roles to strengthen the pluralism of American democracy.

Brooks, T.R. Picket Lines and Bargaining Tables: Organized Labor Comes of Age, 1935-1955. Grosset and Dunlap, 1968. (+) 331.88 WLN

Detailed account of the conflicts, defeats and successes of a crucial period in labor history.

Brooks, Thomas R. The Road to Dignity: A Century of Conflict, A History of the United Brotherhood of Carpenters and Joiners of America, AFL-CIO, 1881-1981. Atheneum, 1981. 331.8818 WLN

A lively history of "the fighting carpenters" and their involvement in both world wars; narrates the fight against communism, corruption, robber barons, and child labor.

Clark, Paul F. The Miners' Fight for Democracy: Arnold Miller and the Reform of the United Mine Workers. Cornell University, 1981. 331.8812 WLN

Critical history of what happened to the reform movement after the reformers took over the UMW and outlines the unsteady but definable progress of the Miller years.

Congressional Research Service. Should the Federal Government Significantly Curtail the Powers of Labor Unions in the United States? Intercollegiate Debate Topic, 1981-82, Pursuant to Public Law 88-246. Library of Congress, U.S. Government Printing Office, 1981.

Public Law 88-246 of the 88th Congress directed the Librarian of Congress to compile material appropriate to the subject for the annual national high school and college debate topics. This publication offers articles and references on both sides of the 1981-82 topic including background material on: The Nature and Development of Collective Bargaining; The Evolution of American Unionism; Government Regulation or Control of Union Activities; Data From the Bureau of Labor Statistics; Right to Work Issues; Press Bias on Labor, Union Power and Strikes. This is an excellent source of information for classroom discussions or debate. An extensive bibliography is included.

Curtin, Edward R. White Collar Unionization. National Industrial Conference Board, 1970. 331.881 WLN

Results of a survey taken for executives of the reasons for increasing unionization of office, sales, technical and professional employees and the impact of the white-collar union.

Estey, Martin. The Unions: Structure, Development and Management. Second Edition, Harcourt, Brace, Jovanovich, 1976. 331.8809 WLN

Clear, concise, readable summary of labor history, what unions are, why they behave as they do, how they are managed, and rules under which they operate. Useful as classroom text.

Finley, Joseph E. The Corrupt Kingdom: The Rise and Fall of the United Mine Workers. Simon and Schuster, 1972. 331.8812 WLN

Book reveals how Lewis built a virtual monarch, manipulated funds and condoned violence. It also shows the union achievements, which were overshadowed.

Goldbert, Arthur J. AFL-CIO: Labor United. McGraw-Hill, 1964. (+) (Working in America Kit) 331.88 WLN

A personal and unofficial discussion and analysis of the problems, past and future, of labor unity.

Harris, William H. Keeping the Faith: A. Philip Randolph, Milton P. Webster, and the Brotherhood of Sleeping Car Porters, 1925-37. University of Illinois Press, 1977. 331.8811 WLN

A history of the internal development of the porter's union.

Herling, John. Labor Unions in America. Robert B. Luce, 1964. (*) 331.88 WLN

An account of the American Trade Union Movement, highlighting events of its past and present, including a look at its future.

Hilderbrand, George Herbert. American Unionism: An Historical and Analytical Survey. Addison Wesley Publishing Company, 1979. 331.8809 WLN

Following a brief history of American unionism and the present structure of the Labor Movement, the author deals with major issues of union policy and collective bargaining.

Hopkins, George E. The Airline Pilots: A Study in Elite Organization. Harvard University Press, 1971. 331.881 WLN

A historian and former Navy pilot, the author examines the evolution of the pilot's profession and development of their union.

Lowenfish, Lee and Lupien, Tony. The Imperfect Diamond: The Story of Baseball's Reserve System and the Men Who Fought to Change It. Stein and Day, 1980. 331.2817 WLN

Traces the story of baseball labor from 1879 to the eventual triumph of the Major League Baseball Players' Association. Readable. Photos.

Lynd, Alice, and Staughton. Rank and File: Personal Histories by Working Class Organizers. Beacon Press, 1973. 331.8809 WLN

Men and women, Black and white, vividly report on their experiences organizing in industries such as auto, meat packing, steel, rubber, longshore, chemical, teamster, mining, and the federal government.

Matles, James J. and Higgins, James. Them and Us: Struggles of a Rank-and-File Union. Prentice-Hall, 1974. (National Council for the Social Studies Guide) 331.8812 WLN

Chronicles the Labor movement in the mass production industries from the 1930s to the present. Author is general secretary of the United Electrical Workers.

Meier, August and Rudivick, Elliott. Black Detroit and the Rise of the UAW. Oxford, 1979. 331.8812 WLN

Describes the alliance between Blacks and industrial unions evolved during the New Deal. A vivid case study of the transformation of race relations in a major industrial city.

Peterson, Florence. American Labor Unions. Second Edition, Harper, 1963. (New York State Education Department Unit) 331.88 P442a2 WLN

Former chief of Industrial Relations Division of the United States Bureau of Labor Statistics gives basic historical background of the union movement, the structure and internal government of unions.

Perlman, Mark. Labor Unions Theories in America: Background and Development. Row, Peterson and Company, 1958. 331.88 P42211 WLN

A John Hopkins University professor examines the major explanations of American unionism as a moral institution, revolutionary, psychological, welfare and as part of the democratic process.

Perlman, Mark. The Machinists: A New Study in American Trade Unionism. Harvard University Press, 1961. (+) (Working in America Kit) 331.88 WLN

History and government of one of the largest unions in the United States. Advanced reader.

Pflug, Warner W. The UAW in Pictures. Wayne University Press, 1971. 331.881 WLN

Photographs illustrate the major events and personalities of the United Automobile Workers.

Russell, Maud. Men Along the Shore, the ILA and Its History. Brussell and Brussell, Inc., 1966. 331.881 R015m WLN

Chronicles the story -- sometimes pathetic, frequently violent -- of the men who man the waterfronts from the Great Lakes to the Gulf of Mexico and Pacific Coast. Readable. Interesting.

Schlossberg, Stephen I. Organizing and the Law. Bureau of National Affairs, 1971. (+) (Working in America Kit)

Tries to set out in useable and readable form the major legal principles affecting union organization.

Schwartz, Alvin. The Unions: What They Are, How They Came to Be, and How They Affect Each of Us. Viking, 1972. (*) (+) 331.88

Traces the growth of labor groups from pre-Revolutionary War societies to the AFL-CIO merger, organization and activities of unions today.

Taft, Philip. The AF of L in the Time of Gompers. Harper, 1957. (+) 331.88 T125a WLN

A definitive history of the AFL by a professor of economics at Brown University. Advanced readers.

Taft, Philip. United They Teach: The Story of the United Federation of Teachers. Nash Publishing, 1974. 331.8811 WLN

Fascinating, readable story of how the UFT became a dominant force in the American school system today.

Taft, Philip. The AF of L from the Death of Gompers to the Merger. Harper, 1959. (+) (Working in America Kit) 331.88 T125a v.2 WLN

Recalls the dark days of inactivity following the death of the man who personified the Labor Movement to the reconciliation of the AFL with its former rival.

Tyler, Gus. The Labor Revolution: Trade Unions in a New America. The Viking Press, 1966. 331 T9711 WLN

Discusses criticisms and purposes of unionism along with a comprehensive history of organized labor.

Widick, B.J. Labor Today: The Triumphs and Failures of Unionism in the United States. Houghton Mifflin Company, 1964. 331.88 W6341 WLN

A union leader, the author discusses a wide range of issues and provides profiles of controversial labor figures.

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ECONOMICS AND LABOR RELATIONS

Trade unionism needs capitalism like a fish needs water.

David Dubinsky, President
International Ladies' Garment Workers' Union

HIGH SCHOOL AND GENERAL READER

ECONOMICS AND LABOR RELATIONS

Anderson, Howard J. Primer of Labor Relations. The Bureau of National Affairs, Inc., 1980. 331.1502 WLN

Brief book summarizes the law of labor relations as it exists today, stemming from the Wagner Act as amended by the Taft-Hartley and Landrom Griffin Acts.

Baer, Walter E. Stikes: A Study of Conflict and How To Resolve It. Amacon, 1975. 331.8929 WLN

Author pursues premise that labor problems invariably result from complex economic, sociological and historical forces and that the labor relations process is a dynamic one which permits neither the problem nor the remedies to remain static. Clearly stated.

Bakke, E. Wight. Mutual Survival: The Goal of Unions and Management. Archon Books, 1966. 331.1 B179m WLN

Author gives suggestions for development of their "antagonistic cooperation" not only for their mutual survival but also for the survival of a free society.

Center to Protect Workers' Rights. From Brass Knuckles to Briefcases: The Changing Art of Union-Busting in America. 1979. (+) (Working in America Kit)

A detailed description of the newer methods used by employers and their consultants to discourage unionization.

Chamberlain, Neil W. Sourcebook on Labor. McGraw-Hill, 1964. (+) 331.0973 WLN

Includes documents, laws, arbitration awards, reports on government inquiries relating to industrial relations.

Cochran, Thomas and Miller, William. The Age of Enterprise: A Social History of Industrial America. Harper and Row, 1961. 330.973 C 643al WLN

Written by two noted economists, this is often cited the best source for basic economic and social background relating to labor.

Kreps, Juanita M., et. al. Contemporary Labor Economics and Labor Relations: Issues, Analysis and Policies. Second Edition. Wadsworth Publishing Company, 1980. 331 K92 WLN

Authorative source.

Levitan, Sar A. (editor). Blue-Collar Workers: A Symposium on Middle America. McGraw-Hill, 1971. 309.1 WLN

Nineteen analysts, including public officials, economists, political scientists and sociologists comment on aspects of blue-collar life and work, the viability of unions and potential conflict of Black and white blue-collar workers.

Marshall, R. Ray, et. al. Labor Economics. Fourth Edition. Irwin, 1980. (+) (Working in America Kit) 331 C249L WLN

Detailed, indepth study of labor and industrialization; including the impact of trade unions on wages, prices and the national income. For the advanced study of labor.

Mills, Daniel Quinn. Labor-Management Relations. McGraw-Hill, 1978. 331.0973 WLN

Readable, useful text covering the principles of labor-management relations including a variety of arbitration exercises.

Sloane, Arthur A. and Whitney, Fred. Labor Relations. Third Edition. Prentice-Hall, 1977. (+) (Working in America Kit) 331.89 WLN

Designed to serve as an aid to all readers who desire a basic understanding of unionism. A text.

Stieber, Jack. Public Employee Unionism, Structure, Growth Policy. Brookings Institute, 1973. (+) (Working in America Kit) 331.8811 WLN

Examination of the basic structure and administration of various unions and associations representing state and local government employees. For the advanced student.

Richardson, Reed C. Collective Bargaining By Objectives: A Positive Approach. Prentice Hall, 1977. 331.891 WLN

Covers collective bargaining history, theory, law, the contract, negotiation process, grievances and grievance procedures, and arbitration. It also provides bargaining games to permit practice -- a manufacturing game, one for the construction industry, public sector and federal sector.

MIGRANT/AGRICULTURE

LABOR FIRST: The first federal legislation to train the unemployed and the poor for better occupations was the Manpower Development and Training Act of 1962.

U. S. Department of Labor

HIGH SCHOOL AND GENERAL READER

MIGRANT/AGRICULTURE

Allen, Steve. The Ground Is Our Table. Doubleday and Company, 1966. 333.763 WLN

Highly readable, ardent look at the shame of working people on America's farms.

Bechnel, Thomas. Labor, Church, and the Sugar Establishment: Louisiana, 1887-1976. Louisiana State University, 1980. 331.8813 WLN

Studies the role of the catholic church in labor and agricultural development in Louisiana and seeks to explain the complex economic, racial and religious relationship that provides background for the plight of sugarcane workers.

Davidson, John. The Long Road North: The Story of a Mexican Worker's Perilous Crossing Into the United States. Doubleday, 1977. 331.6262 WLN

First-hand account as author follows a group crossing from Mexico into the United States.

Day, Mark. Forty Acres: Cesar Chavez and the Farm Workers. Praeger, 1971. 331.881 WLN

A Franciscan priest, the author, became a part of forty acres, the legendary headquarters of the United Farm Workers Organizing Committee and writes of the people he served. Easy reading.

Dunbar, Anthony and Kravitz, Linda. Hard Traveling: Migrant Farm Workers in America. Ballinger Publishing Company, 1976. 331.433 WLN

Problems faced by migrant workers and their families are outlined and suggestions are offered for constructive governmental responses.

Fusco, Paul and Horowitz, George D. La Causa: The California Grape Strike. Macmillan, 1970. 331.89 WLN

A photographic essay.

Halsell, Grace. The Illegals. Stern and Day, 1978. 331.544 WLN

The journalist author crossed borders with groups to work in fields with the illegals from Texas to New York.

Holland, Ruth. Forgotten Minority: America's Tenant Farmers and Migrant Workers. Crowell Collier Press, 1970. J331.6

Describes labor, poverty and loneliness of the homesteader, the changes in farm ownership and later exploitation of migrant workers and tenant farmers, their efforts to organize and some needed reforms to improve their lives.

Heaps, Willard A. Wandering Workers: The Story of American Migrant Farm Workers and Their Problems. Crown, 1968.

Taped interviews of workers in migrant camps from New Jersey, Maryland, Virginia, Indiana, Illinois to Texas and California.

London, Joan and Anderson, Henry. So Shall Ye Reap: The Story of Cesar Chavez and the Farm Workers Movement. Crowell, 1970. 331.881 WLN

Story involves small union and large unions, Wobblies and wetbacks, braceros and bindlestiffs. A saga of poor white Americans, as well as of American Indians, East Indians, Japanese and Filipinos.

Meister, Dick and Loftis, Ann. A Long Time Coming: The Struggle to Unionize America's Farm Workers. Macmillan, 1977. 331.8813 WLN

Authors trace efforts to organize farm workers from the first Indian field hands to the present. Strikes and activities are examined in the light of the political and economic climate of the day.

Steiner, Stan. LaRaza: The Mexican Americans. Harper, 1970. (*) 301.452 WLN

Using interviews, the author describes the continuing struggles of Cesar Chavez and the grape pickers and other leaders in the "Chicano" movement.

Taylor, Ronblad B. Sweatshops in the Sun: Child Labor on the Farm. Beacon Press, (*) 331.383 WLN

Author shows child labor in the fields as exploitive and dangerous as the use of children in the coal mines or cotton mills in earlier days. Many photographs.

Young, Jan. The Migrant Workers and Cesar Chavez. Messner, 1972. (New York State Education Department Study Guide) J331.544 WLN

Describes the causes and events of the California Grape Strike and the role of Chavez in its successful resolution. Easy reading.

BIOGRAPHY

WHAT DOES LABOR WANT?

We want more schoolhouses and less jails, more books and less arsenals, more learning and less vice, more constant work and less crime, more leisure and less greed, more justice and less revenge.

Samuel Gompers, 1893

BIOGRAPHY

AFL-CIO. Samuel Gompers: Father of Modern American Labor. Labor's Centennial, 1881-1981. Reprint, American Federationist, January 1981.

AFL-CIO. William Green: Guardian of the Middle Years. Labor's Centennial, 1881-1981. Reprint, American Federationist, February 1981.

AFL-CIO. John L. Lewis: Labor's Centennial, 1881-1981. Reprint, American Federationist, May 1981.

AFL-CIO. George Meany. Reprint, American Federationist, December 1979.

Anderson, Jervis. A. Philip Randolph: A Biographical Portrait. Harcourt Brace, 1973. (+) (Working in America Kit) B1072 WLN

Randolph's role in the trade union and Civil Rights Movement is a large part of this extensive biography of the head of the Brotherhood of Sleeping Car Porters. Advanced readers.

Archer, Jules. Strikes, Bombs and Bullets: Big Bill Haywood and the IWW. Mesner, 1972. (+) WLN

Biography of the founder of the Industrial Workers of the World.

Blumberg, D.R. Florence Kelley: The Making of a Social Pioneer. Kelley, 1966. (+) BK 287b WLN

Florence Kelley's struggles against child labor and for social justice helped her establish the U. S. Children's Bureau.

Chasan, Will. Samuel Gompers: Leader of American Labor. Praeger, 1971. WLN

The life of a great labor leader who funded and served as president of the American Federation of Labor.

Cherry, Mike. On High Steel: The Education of an Ironworker. Quadrangle, 1974. B331 WLN

Diary and daily experiences of a member of the International Association of Bridge, Structural, and Ornamental Ironworkers.

Cook, Roy. Leaders of Labor. Lippincott, 1966. (+) WLN

Brief biographies of William Sylvis, Terence Powderly, Samuel Gompers, William Green, William Haywood, John L. Lewis, Philip Murray, David Dubinsky, Sidney Hilman, Walter Reuther, and A. Philip Randolph. Juvenile Biography.

Daniels, P. L. Famous Labor Leaders. Dodd, 1970. (+) Juvenile 1920

Exciting episodes in the American Labor Movement as seen through the lives of some of its outstanding leaders.

Davis, D. W. Mr. Black Labor: The Story of A. Philip Randolph, Father of the Civil Rights Movement. Dutton, 1972. (+)

An excellent biography of one of the giants of the American Labor Movement. Junior and Senior High.

Dubinsky, David and Raskin, A. H. David Dubinsky: A Life With Labor. Simon and Schuster, 1977. (+) (Working in America Kit) WLN

The former head of the International Ladies' Garment Workers Union's own story as dictated to Raskin in tape-recorded conversations from 1969 to 1972. Photos. Readable. B. Durkinsky.

Dubofsky, Melvyn and Van Tine, W. John L. Lewis: A Biography. Quadrangle, 1977. (+) (Working in America Kit) (National Council on Social Studies Guide) WLN

Extensive, detailed account of the man and the union he led for forty years.

Fetherling, Dale. Mother Jones: The Miner's Angel, A Portrait. Southern Illinois University Press, 1974. WLN

Chronicles the life and personality of the most extraordinary woman labor agitator in American history -- "an impious Joan of Arc," "an Industrial Carrie Nation." High school students will enjoy.

Ginzberg, Eli. The American Worker in the Twentieth Century: A History Through Autobiographies. Free Press of Glencoe, 1963. 331.09 G435a WLN

A unique view of the life, work and aspirations of the industrial wage earner as described by the workers themselves.

Fink, Gary M. (editor). Biographical Dictionary of American Labor Leaders. Greenwood Press, 1974. B 331Fink WLN

Contains career biographies of approximately five hundred men and women who have had a significant impact on the American Labor Movement.

Goldmark, Josephine C. Impatient Crusader: Florence Kelley's Life Story. University of Illinois Press, 1953.

Biography of Florence Kelley, 1859-1932, a crusader for decent industrial conditions, a former factory inspector who helped establish the U. S. Children's Bureau.

Gompers, Samuel. Seventy Years of Life and Labor. Augustus Kelley, 1974. (+) (Working in America Kit) BG586g WLN

Autobiography first published in 1925. Basic study of the man who headed the AFL close to forty years. For advanced reader.

Goulden, Joseph C. Meany: The Unchallenged Strong Man of American Labor. Atheneum, 1972. (+) (Working in America Kit)

Extensive chronicle of Meany's important role in the American Labor Movement. Advanced Readers.

Hoffa, James R. Hoffa: The Real Story as Told to Oscar Fraley. Stein and Day, 1975. WLN

The only authorized book on Hoffa's life. B Hoffa

Hoffa, James Riddle. The Trials of Jimmy Hoffa: The Autobiography of James R. Hoffa as Told to Donald I. Rogers. Henry Regnery Company, 1970. WLN

Hoffa gives his side of his legal and political struggles against Robert Kennedy, U.S. Attorney General. Biography. Hoffa.

Jones, Mary Harris. Autobiography of Mother Jones. Charles H. Kerr Publishing Company, 1980. (New York State Education Department Study Guide) WLN

Mary Harris Jones summarizes her experiences from organizing housemaids in 1901 to her leading marches over mountains to get miners to join a strike, or to lead crippled mill children to meet the President of the United States. Junior and senior high school students will enjoy. B. Jones. Jones

Kaufman, Stuart B. Samuel Gompers Versus Horatio Alger: Defining the Work Ethic. Reprint from AFL-CIO American Federationist, February 1981. AFL-CIO, Washington.

LaVelle, Michael. Red, White and Blue-Collar Views: A Steelworker Speaks His Mind About America. Saturday Review Press, 1975. 301.4442 WLN

Personal views of an American worker.

Leiold, L. E. Famous American Labor Leaders. Dennison, 1972. (+)

Brief biographics of ten leaders in the American Labor Movement; including Samuel Gompers, John L. Lewis, David Dubinsky, and George Meany. Juvenile, Young Adult.

Levy, Jacques, E. Cesar Chavez: Autobiography of La Causa. Norton, 1975. (+) 331.8813 WLN

The story of Chavez, intertwined with the struggle of the farm workers to form a union. For the advanced reader.

Livesay, Harold G. Samuel Gompers and Organized Labor in America. Little, Brown, 1978. 331.883z WLN

Follows Gompers through his hardest battles and weighs the dreams and ideals that Gompers pursued. High School.

Madison, C. A. American Labor Leaders: Personalities and Forces in the Labor Movement. Second Edition. Ungar, 1962. (+) (Working in America Kit) 331.88 M265az WLN

A collection of biographies of labor leaders and their impact on the Labor Movement.

Moralis, Herbert M. and Cahn, William. Gene Debs: The Story of a Fighting American. International Publishers, 1948. BD 3541m

Lively account of the life of Gene Debs, militant labor leader and fighter for industrial unionism and socialism.

Powderly, Terence V. Path I Trod: An Autobiography. AMS Press, Reprint of 1940 Edition. (+) (Working in America Kit)

Reuther, Victor G. The Brothers Reuther and the Story of the UAW. Houghton Mifflin, 1976. (+) (Working in America Kit) WLN

A memoir by a personal witness of the people and events of the Trade Union Movement since the days of the New Deal. Adult reader. B Reuther.

Robinson, Archie. George Meany and His Times: A Biography. Simon and Schuester, 1981.

Schneiderman, Rose. All For One With Lucy Goldwaite. Paul S. Erickson, Inc., 1967. 331.8809 WLN

Authors' own story of her pioneering role in the front line of the American Labor Movement as president of the New York Women's Trade Union League, an organizer of the International Garment Workers' Union, and secretary of the New York State Department of Labor. Students will enjoy.

Seifer, Nancy Nobody Speaks For Me: Self-Portraits of America's Working Class Women. Simon and Schuester, 1976. B 301 Seiffer

Oral history of ten working class women who challenge conventional stereotypes.

Stearn, Gerald Emanuel. Gompers. Prentice Hall, 1971. B 331.880924 WLN

Terzlan, James and Cramer, Kathryn. Mighty Hard Road: The Story of Cesar Chavez. Doubleday, 1970. (New York State Education Department Study Kit)

Cesar Chavez' heroic efforts to better the lives of the exploited farm workers. Elementary and junior high. Juvenile Biography.

Thorne, Florence C. Samuel Gompers: American Statesman. Greenwood Press, 1969.

Vecsey, George. One Sunset a Week: The Story of a Coal Miner. Saturday Review Press, 1974. 331.762 WLN

The personal chronicles of a miner and his family.

Werstein, Irving. Labor's Defiant Lady: The Story of Mother Jones. Crowell, 1969. (+) JB72MV WLN

An exciting and unusual life story of one of the great women crusaders for workers. B Jones.

STATE OF WASHINGTON

HIGH SCHOOL AND GENERAL READER

STATE OF WASHINGTON

Materials on Washington labor history at the student level are sparse. Much of the labor history focuses on early IWW activities in the woods and logging camps and the subsequent tragedies in Centralia and Everett. Labor groups were also involved in some of the early confrontations with Chinese workers. Many of these materials, however, are found only in the Northwest rooms of the large libraries, in college/university collections, or Northwest museums. Most were published in the early 1920s and are in fragile print. While the publications can be ordered through the Washington Library Network, they are not the typical junior or senior high reading material.

While the early violence is important to appreciate in our region's history, students have need of a broader, day-to-day picture of working people and labor unions in today's setting. A step in this direction is in the offing.

A project funded jointly by the Washington State Humanities Commission, the Port of Tacoma, and the International Longshoremen's and Warehousemen's Union No. 23, has culminated in a book published in December 1982, titled: The Working Waterfront: The Story of Tacoma's Ships and Men. The book documents the history of Tacoma's longshoremen and their unique cooperation with the development of the Port of Tacoma. Editors are Ron Magden, labor professor at Tacoma Community College, and Art Martinson, professor of labor studies at Pacific Lutheran University. Written for the general public, the book includes many historic photographs. Complimentary copies were given to colleges and universities across the state and to school districts and libraries in the Greater Puget Sound Area.

A general history of labor in Tacoma/Pierce County is also available as a reprint from the August 16 and 23, 1981, Tacoma News Tribune. Written by Ottilie Markholt and Dr. Steve Conway, the reprints are titled: "History of Tacoma Labor: Beginnings to the Great Depression" and "From the Great Depression to the Present." Free copies may be secured from the Pierce County Central Labor Council, 3049 South 36th, Suite 201, Tacoma, Washington 98409.

The Pierce County labor history is included as an example of local history that may be available from other union organizations in the state.

Teachers are encouraged to have students contact labor organizations in their areas for possible local histories or to have students help write brief histories from personal interviews, union records and newspaper files.

The Pacific Northwest Labor History Association is beginning to sponsor labor research and to fund historical publications. An extensive bibliography they have sponsored is Jonathan Dembo's An Historical Bibliography of Washington State Labor and Laboring Classes. The bibliography is in the holdings of the the University of Washington Library and can be purchased from the Pacific Northwest Labor History Association for $40.00.

While many of the titles listed in Dembo's bibliography are doctoral theses or publications not easily found on most library shelves, the bibliography is a valuable

source of information for anyone seeking a fuller understanding of the many contributions of labor in the political, economic and social history of the State of Washington.

Further information about the activities and publications of the Pacific Northwest Labor History Association may be had by writing Ross Rieder, Post Office Box 25048, Northgate Station, Seattle, Washington 98125.

Teachers and students are encouraged to contact the Washington State Labor Council AFL-CIO regarding materials in its historical collection and to call upon organizations in their geographic area for local information. See "Union Listing" elsewhere in this guide.

Winnifred Olsen
Resource Guide Author

Ames, William E. and Simpson, Roger A. Unionism or Hearst: The Seattle Post Intelligencer Strike of 1963. Pacific Northwest Labor History Association, 1978. NW 331.8904 WLN

A sympathic account from labor's side of the Newspaper Guild Strike in the turbulent era of the 1930s by two University of Washington journalism teachers.

Andrews, Ralph Warner and Larssen, A. K. Fish and Ships. Superior Publishing Company, 1959. WLN

Pacific Northwest ocean fisheries, workers and canneries are depicted with many photographs.

Andrews, Ralph Warner. Glory Days of Logging. Superior Publishing Company, 1956. WLN

Life in Northwest lumber camps are dramatically portrayed.

Andrews, Ralph Warner. Heroes of the Western Woods. Dutton, 1960.

Written for juveniles.

Andrews, Ralph Warner. This Was Logging: Selected Photos of Darius Kinsey. Superior Publishing Company, 1959. WLN

Early photographs present the life and hazards of workers in the woods.

Andrews, Ralph Warner. This Was Sawmilling. Superior Publishing Company, 1959. WLN

Many photographs picture workers at their jobs in the mills.

Collier's Encyclopedia. "Washington: Economic Activities, Labor History." Colliers, 1969.

Colliers, according to researcher Jonathan Dembo, is the only encyclopedia to

devote any measurable space to Washington labor history.

Clark, Norman H. Mill Town: A Social History of Everett, Washington, From Its Earliest Beginnings on the Shores of Puget Sound to the Tragic and Infamous Event Known as the Everett Massacre. University of Washington Press, 1970. WLN

Covers the economic, political, religious and racial circumstances surrounding the massacre of Everett's workers. Highly readable.

Dembo, Jonathan. A History of the Washington State Labor Movement, 1885-1935. University Microfilms, Ann Arbor, Michigan, 1978. WLN

A two-volume university thesis. For advanced readers.

Flynn, Elizabeth Gurley. I Speak My Own Piece: Autobiography of "The Rebel Girl." Masses and Mainstream, 1955.

Author tells of her socialist upbringing, her work as an union organizer, IWW speaker, her many arrests and trials.

Friedheim, Robert L. The Seattle General Strike. University of Washington Press, 1964. W331.891 F913s WLN

The Seattle General Strike of 1919 helped frighten Americans into approving repression of the political left after World War I. Author analyzes the events which led up to the strike which was one of only two major general strikes in American history..

Green, Roger H. Jr. South Slave Settlement in Western Washington: Perception and Choice. R and E Research Associates, 1974. NW 331.6391 WLN

A thesis that gives interesting insights into the work of South Slovian immigrants to Western Washington as coal miners and fishermen. Many photos.

Hyman, Harold M. Soldiers and Spruce: Origins of the Loyal Legion of Loggers and Lumbermen. Institute of Industrial Relations, University of California at Los Angeles, 1963. W331.881 H997a WLN

The U. S. Army formed a labor union to raise the output of lumber for World War I. The union directors were uniformed Army officers and their advisers were civilian lumbermen.

Lucia, Ellis. The Big Woods: Logging and Lumbering, From Bull Teams to Helicopters in the Pacific Northwest. Doubleday, 1975. WLN

Interesting portrayal of life and work in the big woods.

McCallum, John D. Dave Beck. Writing Works, 1978. NW B WLN

A biography written from hours of taped interviews giving Beck's side of the many controversies that swirled around him as a leader of the Teamster's Union and an important figure in Seattle history. Beck McCallum

O'Connor, Harvey. Revolution in Seattle: A Memoir. Left Bank Books, 1981. c. 1964.

NW 441.8925 WLN

Describes a radical, explosive era in the state's history as the author saw and participated in many of them as a labor editor.

Phillips, Paul. No Power Greater: A Century of Labor in British Columbia. B.C. Federation of Labour, 1967. W331.8809 WLN

The birth and growth of trade unionism in the province reflects many of the same struggles experienced in Washington and Oregon.

Rowan, James. The IWW in the Lumber Industry. Lumber Workers Industrial Union No. 500. Seattle, 1973.

Facsimile reprint by Shorey Book Store.

Smith, Walker Co. The Everett Massacre: A History of the Class Struggle in the Lumber Industry. DaCapa Press, 1971. W331.881 WLN

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Stevens, James. Big Jim Turner. Doubleday, 1948.

A classic Northwest novel about the IWW.

Stevens, James. Timber: The Way of Life in the Lumber Camps. Row, Peterson and Company, 1942. (Way of Life Series)

Strong, Anna Louise. I Change Worlds. Garden City Publishing Company, 1937.

Autobiographical discussion of her pacifist and labor activities in Seattle, 1916-1920s.

Thorseth, Matthea. Color of Ripening. Superior Publishers, 1949.

A novel depicting a Norwegian-American IWW leader in the Pacific Northwest, circa 1915.

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Many of the myths and legends of the history of the IWW in the Pacific Northwest are carefully explored and reinterpreted.

STATE OF WASHINGTON

The Centralia Tragedy

STATE OF WASHINGTON

The Centralia Tragedy - Resource Material

Washington Room of the Washington State Library, Olympia

American Civil Liberties Union. The Issues in the Centralia Murder Trial. 1920. W 331.8809

The Civil Liberties Union presents its findings regarding the ten lumberjacks and one of their lawyers who went to trial in January of 1919 at Montesano, Washington, charged with murder as a result of the killing of five ex-servicemen in the Armistice Day Parade at Centralia. The fight was the result of long and bitter industrial warfare between the lumber trust and the lumber workers of the Northwest.

Chaplin, Ralph. The Centralia Conspiracy. 1919. W 331.886

Booklet tries to get behind the scenes to the economic and political forces that led to the murder of four American Legion members by members of the IWW in Centralia on Armistice Day, 1919. Chaplin

Federal Council on the Churches of Christ in America, Department of Research and Education. The Centralia Case. Federal Council of Churches, National Catholic Welfare Conference, Central Conference of American Rabbis, 1930. W331.886

An extensive study was made of the entire court records, newspaper files, interviews and other documentary material to ascertain if justice was done to those tried in the Centralia case.

General Defense Committee. Eight Men Buried Alive: The Centralia Case. 1924. W331.886

Appeal of the General Defense Committee for the release of the eight men sentenced to the penitentiary for 25 to 40 years for the "alleged" murder of Lt. Waren Grimm in the Centralia Armistice Day Parade.

Hawley, Lowell Stillwell and Potts, Ralph Bushnell. Counsel for the Damned: A Biography of George Frances Vandeveer. Lippincott, 1953.

Vandeveer's story as a Seattle attorney, labor lawyer and defender of the IWW. Based on recollections of family and friends.

Lampman, Ben Hur. Centralia, Tragedy and Trial: The American Legion's Account of the Armistice Day Massacre. Grant Hodge Post No. 17, Centralia, and Edward B. Rhodes Post No. 2, Tacoma, The American Legion. 1920. W331.886.

Reprint. Lampman

McPhee, Donald A. "The Centralia Incident and the Pamphleteers," Pacific Northwest Quarterly, 62-119:116, Summer, 1971.

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Pamphlets/Booklets/Reprints

The first national labor union that still exists today is the International Typographical Union organized in 1850.

U.S. Department of Labor

PAMPHLETS/BOOKLETS

Barbash, Jack. The Labor Movement in the United States. Public Affairs Pamphlets, 22 East 38th Street, New York, New York 10016. 256 pages. (Recommended in the New York State Education Department Study Guide)

Blum. Albert. The Development of American Labor. American Historical Association, 400 A Street S.E., Washington, D.C. 20003. (Recommended in the New York State Education Department Study Guide)

Doherty, Robert. A Labor Relations Primer: The Story of Union-Management Agreement. New York State School of Industrial and Labor Relations at Cornell University, Ithaca, New York 14853. $1.50. (New York Education Department Study Guide)

Matlon, John. The Story of Labor in American History. Minnesota Federation of Teachers, 2147 University Avenue, St. Paul, Minnesota 55114. $2.50. (Recommended in New York State Education Department Guide)

This Union Cause: An Illustrated History of Labor Unions in America. UAW Education Department, 8000 East Jefferson Avenue, Detroit, Michigan 48214.

AFL/CIO PAMPHLETS, BOOKLETS AND REPRINTS

The following materials are available from the Education Department, AFL-CIO, 815 Sixteenth Street N.W., Washington, D.C. 20006. Samples are free and multiples over 50 can be ordered at a minimal cost. Write to the Education Department for their publication and film lists. There are many titles in addition to these.

The Aging and the Community. January 1979.

Booklet describes ways in which local unions and central labor bodies can carry out community service programs for the aged.

AFL-CIO and Scouting. October 1978.

Labor's role in the Scout Movement.

Disaster Services. Leaflet, February 1978.

Union's role in advanced community planning.

Films for Labor.

A catalog of films available to borrow through the AFL-CIO Department of Education.

Free Trade Unions: Force for Democracy. July 1978.

Scope of AFL-CIO programs to support and expand free trade unions throughout the world.

It Pays to Buy Union. Brochure.

Labor Champion of Public Education. November 1970.

Traces the history of labor's support for public education since the early 1800s.

Labor's Role in a Free Society. September 1973.

George Meany's assessment of labor's role.

Services for the Unemployed. March 1967.

Union's role in organizing community assistance.

Solzhenitsyn: The Voice of Freedom. August 1975.

Two major addresses have become benchmarks in man's struggle for freedom and understanding. Illustrated. 48 pages.

This is the AFL-CIO.

A popular short pamphlet describing the functions, structure and policies of the AFL-CIO.

The Truth About Right-to-Work Laws: Facts versus Propaganda. January 1977.

Union in America. July 1977.

Series of nine short essays on American history and the role of workers and their trade unions in making America a better place in which to live.

Why Unions? (Recommended by the New York State Education Department Guide)

Free. Informative booklet answering many questions about union policies and activities.

Working Together...The Key to Jobs for the Handicapped. June 1978.

AFL/CIO REPRINTS

These attractive reprints from the AFL-CIO American Federationist may be ordered free from the Education Department, AFL-CIO, Washington, D.C. They are on glossy paper, most have illustrations, and many are multicolor.

"Arbitration: Updating a Vital Process."

"Bringing Productivity Into Focus." May 1979.

Donahue, Thomas R. "Labor: An Enduring Force for Progress." October 1975.

Ellenberger, James N. "Linking Free Unions: The Secretariat." August 1979.

"The Employer's Stake in the Open Shop." May 1976.

"George Meany, His Life Works Would Do Honor To a Dozen Men."

"Hands That Build and Serve America." The Union Label and Service Trades Department.

"Hispanic Workforce: Growth and Inequality."

Jacobson, Carolyn J. "ERA: Ratifying Equality." January 1975.

Kaufman, Stuart B. "Samuel Gompers versus Horatio Alger: Defining the Work Ethic." February 1981.

"Labor's Centennial, 1881-1981 -- 100 Years With the Union Label." April 1981.

"Labor's Outlook: Building On Strength."

Marshall, Ray. "Understanding the 'Supply Side' Fallacy." June 1981.

McDonald, Charles and Wilson, Dick. "Peddling the 'Union Free' Guarantee." April 1979.

"New Challenges for Women Workers."

Payne, Phillis. "The Consultants Who Coach the Violaters." September 1977.

Zalusky, John. "Shiftwork: A Complex of Problems." May 1978.

(NOTE: Look for the reprints listed in the BIOGRAPHY section.)

United States

Documents

LABOR FIRST: The first union of Federal employees was formed by New York City letter carriers in 1863.

U.S. Department of Labor

UNITED STATES DOCUMENTS

The following titles may be purchased from the Superintendent of Documents, United States Government Printing Office.

Check with your librarian for prices and for other document titles. Requests for interlibrary loan can be made for the titles identified by the letters WLN. They are a part of the Washington Library Network. Others may also be available through the network.

Hoyt, Kenneth B. Career Education and Organized Labor. Department of Health, Education and Welfare. 1979. WLN

Morris, Richard B. The U.S. Department of Labor Bicentennial History of the American Worker. 1976. WLN

Norwood, Janet Lippe. Women in the Labor Force: Some New Data Series. U. S. Department of Labor, Bureau of Labor Statistics, 1979. No. 575

U.S. Bureau of Labor Statistics. A Brief History of the American Labor Movement. 1970. $1.00 (New York State Education Department Guide)

U.S. Department of Labor. Important Events in American Labor History, 1778-1978. WLN

U.S. Department of Labor. Labor First in America. 1977.

U.S. Department of Labor. 200 Years of American Worklife. 1977. WLN

U.S. National Labor Relations Board. A Guide to Basic Law and Procedures Under the National Labor Relations Act. 1978. (+) (Working in America Kit)

Provides a basic framework for a better understanding of the National Labor Relations Act and its administration.

Watts, Harold W. The Implications of Changing Family Patterns and Behavior for Labor Force and Hardship Measurement. 1978. WLN

Wilder, Charles S. Selected Health Characteristics by Occupation: United States, 1975-76. 1980. Department of Health and Human Services, Public Health Service. WLN

(NOTE: This is but a brief sampling of titles available relating to labor.)

Labor Magazines/Newspapers

LABOR FIRST: The first labor newspaper was the Mechanics' Free Press, published in Philadelphia in 1828.

U.S. Department of Labor

LABOR MAGAZINES/NEWSPAPERS

AFL-CIO News. AFL-CIO, 815 Sixteenth Street N.W., Washington, D.C. 20006.

Now includes the AFL-CIO Federationist.

American Labor Magazine. Com Cor, Inc., 101 West 57th Street, New York, New York 10011.

Discusses labor's viewpoints on program topics.

American Teacher. American Federation of Teachers, 11 DuPont Circle N.W., Washington, D.C. 20036.

CWA News. Communication Workers of America, 1925 K Street N.W., Washington, D.C. 20005

The Dispatcher. International Longshoremen's and Warehousemen's Union, 1188 Franklin Street, San Francisco, California 94109.

The Government Standard. American Federation of Government Employees, 1325 Massachusetts Avenue N.W., Washington, D.C. 20005.

Labor History. Taiminent Institute, 7 East 15th Street, New York, New York 10002.

Quarterly magazine discusses historical development of the Labor Movement, published at New York University.

Labor Unity. Amalgamated Clothing and Textile Workers Union, 770 Broadway, New York, New York 10003.

Light. Utility Workers Union of America, Suite 605, 815 Sixteenth Street N.W., Washington, D.C. 20006.

Monthly Labor Review. U.S. Department of Labor, Bureau of Labor Statistics, Washington, D.C. 20212. Superintendent of Documents, Government Printing Office, Washington, D.C. 20402

Available at most public libraries.

Solidarity. United Autoworkers, 8000 East Jefferson Avenue, Detroit, Michigan 43214.

Steel Labor. United Steelworkers of America, 2457 East Washington Street, Indianapolis, Indiana 46201.

Tacoma Labor Advocate. (Official journal of the Tacoma Central Labor Council -- no longer in print) Bound copies dating from 1918 to 1976 are available at the Washington State Historical Museum, Tacoma, Washington 98401.

United Rubber Worker. United Rubber, Cork, Linoleum and Plastic Workers of America, 67 South High Street, Akron, Ohio 44308.

Vindicator. American Postalworkers Union, Post Office Box 1111, Columbus, Ohio 43216.

Magazine/Periodical Articles

LABOR FIRST: The first state to study occupational safety was Massachusetts in 1850. It also passed the first state legislation requiring factory safeguards in 1877.

U.S. Department of Labor

MAGAZINE/PERIODICAL ARTICLES

This is but a sampling of the type of articles relating to labor, trade unions, work, women's employment, etc., to be found in the Reader's Guide for Periodical Literature.

"A Dramatic Plandown in Labor Costs," il Fortune, 106:33-4, November 29, 1982.

"A Push to Unify the News Uncovers," il Business Week, pages 93+, November 22, 1982.

"A Year of Settling for Less -- and Breaking Old Molds," il Business Week, pages 72-4, December 20, 1982.

"ACLU and Unions," G. Staff, Nation, 235:690, December 25, 1982.

"Academic Unions Hit Trouble." S. David, Times Higher Education Supplement, 500:6, January 8, 1982.

"America's Winning Vote: The Blue Collar Workers," R. J. Bresler, USA Today, 111:6-7, January 1983.

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"Can Tenure be Decoupled from Retirement? An Analysis of the Law (age discrimination in Employment Act of 1967)," R. C. Guthrie, Chron. Higher Education, 25:28, September 29, 1982.

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Church, G. J., et al. "Barbs For an Old Union Man (R. Reagan's relations with labor)," il por Time, 118:14-15, September 14, 1981.

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"Collective Bargaining in 1983: A Crowded Agenda," W. M. Davis, bibl. Monthly Labor Review, 106:3-16, January 1983.

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DeMott, J. S. "Givebacks and Headaches (auto workers concessions)," Time, 119:64-5, March 1, 1982.

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U.S. Department of Labor

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Humanist writing.

Dos Passos, John. U.S.A. Harcourt Brace, 1937. (+)

Deals with the 1920s and includes biographical sketches of Eugene Debs, Andrew Carnegie, Henry Ford, Bill Haywood, William Randolph Hearst, Joe Hill, J. P. Morgan, and others.

Dreiser, Theodore. Sister Carrie. Signet Classics, 1962. (+)

Novel about lower-middle classes of New York and Chicago.

Farrell, James T. Studs Lonigan. Modern Library, 1938. Three volumes. (+)

Traces the moral decline of his leading character in the squalid lower-middle class section of Chicago.

Filler, Louis (editor). The Anxious Years: America in the Thirties. A Collection of Contemporary Writing. G.P. Putnam's Sons, 1963. (+)

An anthology of poetry, prose and drama for the 1930s.

Gray, Zane. Desert of Wheat. Grossett and Dunlap, Inc., 1918. (+)

An anti-IWW novel that takes place in Washington State in 1917-20.

Halper, Albert. The Chute. The Viking Press, 1937. (+)

Mail-order house workers in Chicago in the 1930s showing the discouragement of a routine job.

Halper, Albert. The Foundry. The Viking Press, 1934. (+)

Electrotype foundry workers in Chicago in 1928-29. Good description of relationships of owners, bosses and laborers.

Howells, William Dean. The Rise of Silas Lapham. Indiana University Press, 1971. (+)

Classic novel first published in 1885 portrays moral tension of a rapidly changing culture in the business world of the late nineteenth century.

Hughes, Rupert. The Giant Wakes: A Novel About Samuel Gompers. Borden Publishing Company, 1950. (+)

Biographical novel about Samuel Gompers and the AFL.

Huxley, Aldous. Brave New World. Harper and Row Publishers, Inc., 1950. (+)

Envisions the possible effects of a science-dominated society that includes "test tube" humans and rigid class structure according to genetic control.

Keating, P. J. Working Class Stories of the 1940s. Barnes and Noble, 1971. 823.01

"Labor, A Syntopicon," Volume 1. Great Books of the Western World. Encyclopedia Brittanica Educational Corporation, 1952. Chapter 44.

Lampan, Evelyn. Go Up the Road. Atheneum, 1972. (New York State Department of Education Labor Studies Guide)

Moving story of migratory farm life woven around the experiences of a twelve year old Mexican girl and her family.

Lewis, Sinclair. Babbitt. Harcourt Brace, 1922. (+)

Plight of the middle class in a strike of several unions.

Llewellyn, Richard. How Green Was My Valley. The Macmillan Company, 1940. (+)

Epic novel dealing with the clash of working people with factory owners. Novel was made into a movie.

Norris, Frank The Octopus. Signet Classics. Paperback.

Classic novel dramatizes how a railroad controlled a group of California wheat farmers by charging excessive freight rates.

Salzman, Jack (editor). Years of Protest. Pegasus, 1967. (+)

Subtitled "A Collection of American Writings of the 1930s," the book contains stories and poetry by Alfred Hayes, Erskine Caldwell, John Steinbeck, James Agee, John Dos Passos and others.

Sandburg, Carl. Complete Poems of Carl Sandburg. Revised Edition. Harcourt Brace, 1970.

Awarded the Pulitzer Prize for Poetry in 1951, always an ardent spokesman for democracy in both prose and verse.

The People, Yes. Harcourt Brace, 1936.

Long free-verse poem in which Sandburg introduced much folklore and ended with American people on the march asking the questions, "Where to?" and "What next?"

Schiflet, Mary and Midtgaard, Susan (editors). The Working Americans and the Humanities. Institute of Labor and Industrial Relations, University of Houston, 1977.

Schulberg, Budd. Waterfront. Random House, 1955. (+)

Deals with racketeering on the docks. The movie "On the Waterfront," with Marlon Brando, became a classic.

Sinclair, Upton. King Coal. The Macmillan Company, 1917. (+)

The setting is coal miners in Colorado in 1914-15. Points to mine disaster that could have been prevented.

Sinclair, Upton. The Jungle. Doubleday, Doran, 1906. (+)

Classic tale of the futility of a worker's life in the Chicago stockyards and his attempts to organize workers. Includes vivid description of the exploitation of immigrant labor in these industries.

Sinclair, Upton. Little Steel. Farrar and Rinehart, 1938. (+)

Anti-businesses novel that deals with organizing steelworkers in Pennsylvania in the late 1930s.

Solzhenitsyn, Aleksandr Isrevhich. One Day in the Life of Ivan Denisovich. Praeger, 1963. (+)

Vivid description of the horror of Ivan in a Russian detention camp.

Steinbeck, John. Cannery Row. Viking, 1945. (New York State Education Department Guide)

Steinbeck, John. The Grapes of Wrath. The Viking Press, 1967. (+)

Dramatization of the forced migration of the "Okies" from their fields and farms in the 1930s.

Steinbeck, John. In Dubious Battle. Covici, Friede, 1936. (+)

California fruit pickers in the early 1930s and the brutality of strikes in the setting of the Depression.

Stone, Irving. Adversary in the House. Doubleday, 1947. (+)

Fictionalized account of the life of Eugene V. Debs.

Swados, Harvey (editor). The American Writer and the Great Depression. Bobbs-Merrill Company, Inc., 1966.

Excellent sampling of prose and poetry. No bibliography.

Twain, Mark. A Connecticut Yankee in King Arthur's Court. Harper and Row Publishers, Inc., 1965. (+)

Social satire directed at feudalism that impoverishes and exploits the common people.

Whitman, Walt. Democratic Vistas and Other Papers. W. Scott, 1888. (+)

The graft and corruption which followed the Civil War inspired this work. (Might also be appropriate for post-Watergate America.)

Whitman, Walt. Leaves of Grass. Columbia University Press, 1939. (+)

Reproduced from first edition of 1885, the work offers abundant material to demonstrate a poet's celebration of all aspects of American life.

Young, Bob and Young, Jan. Goodbye Amigos. Messner, 1963. (New York State Education Department Labor Studies Guide)

Story of a rancher's daughter trying to improve conditions for migrant workers with unforeseen results. Elementary students.

The first Labor Day parade was held in New York City under the auspices of the Central Labor Union on September 5, 1882. Federal Legislation designating Labor Day as a national holiday was passed in 1894.

U.S. Department of Labor

SIMULATION/GAMES

A Catalog of Ideas for Action-Oriented Training, Second Edition. Didatic Systems, Inc.

Collective Bargaining. (Economic Decision Games Series) Science Research Associates, Inc., of Diadactic Systems, Inc. (New York State Education Department Guide)

> Players participate in a crucial phase of labor-management relations. Playing time is two to four hours. Senior high level. Includes instructor's manual, A Guide to Teaching, and a player's manual.

Economics Simulations Kit. Scholastic Book Services, Post Office Box 2002, 904 Sylvan Avenue, Englewood Cliffs, New Jersey 07632. (AFL-CIO Education Department)

> Each kit includes ten student volumes and a separate teaching guide. Each kit contains four separate games: On Strike!; The Big Business Game; The Battle of Ripple Creek; Madison Avenue -- The Advertising Game.

Ghetto (game). Bobbs Merrill, 1971. (Elementary School Library Collection, Brodart)

> Object is for players to plan their "ghetto life" to drive above the conditions of urban poverty. Game has been used effectively with sixth graders in changing their attitudes toward the urban poor. Each game contains profile folders, city layout sheets, one board, cards; seven to ten players; two to four hours.

The Hard Rock Mine Strike. (U. S. History: Labor Managements Relations) Random House/Singer, 1970. (AFL-CIO Education Department)

> Mine management and miners in the late nineteenth century made decisions regarding their conflicting interests. Part of curriculum program "Viewpoints on American History," by I. J. Sloan. Eleven to 35 players on two teams; playing time two hours. Includes instructor's manual, players' manuals, play money, transparencies. Junior and senior high school students.

The Haymarket Case. (United States History, Economics) History Simulations or Social Studies School Service, 10000 Culver Boulevard, Culver City, California 90230. (+)

> Major issues involving labor and business following the industrialization of the United States are discussed and debated. Involves selecting jury, presenting the prosecution and defense and coming to a verdict over the Haymarket Case. Players take roles of court personnel, suspects, witnesses and civic leaders involved. High school level.

Labor Versus Management. (American History: Labor Management) Foreign Policy Association and NCA Foreign Relations Project. (AFL-CIO Education Department)

> Provides players with insights into the relations between labor and management. Course serves as an introductory experience for a unit on American labor. Players include four groups plus four television reporters. Playing time optional

Produced by Social Education. Includes instructions and role cards. High school level.

Lewis, D.R. and Wentworth, Donald. Games and Simulations for Teaching Economics. Joint Council on Economic Education, 1971.

Settle or Strike. (Labor, Business, Economics) AT Associates, Inc., 1972. (AFL-CIO Education Department) (AFT Working in America Kit)

Players simulate the collective bargaining process as Union Local 0001 and Lastik-Plastic Company and try to reach contractual agreement on five issues: wages, union security, seniority, vacation, and contract duration. Can be 24 to 32 players divided into six to eight teams. Playing time optional. Includes instructor's manual, team data files, badges, issue display mechanisms, agreement result calculator, and bargaining table mat. High school, adult level.

"Simulation and Stimulation: Teaching Politics and Government in High School Social Studies." Social Education. March 1968. Pages 273-278.

Sloan, I. J. (editor). Viewpoints on American Labor. Random House/Singer. 1970.

A curriculum program.

Strike. (Business: Management, Labor) Macmillan Company, 1971. (New York State Department of Education Guide)

Portrays the conflict arising when the contract of the American Steelworkers Union with the major steel companies expires. Players assume the roles of government, mediators, union representatives and company representatives. They make decisions regarding working conditions, wages and benefits, seeking to resolve the dispute. Players, 16 to 40 in six teams. Playing time two to three hours. Includes instructor's manual, players' manuals, profile cards, information sheets. High school, adult.

Strike. (U. S. History, Economics, Labor) Interact. Available from Interact and Social Studies School Service, Culver City, California. (New York State Education Department Guide) (+)

Two towns -- one having a steel mill, one a coal mine. Players have conflicting roles of owners, managers, foremen, workers, unemployed, labor union organizers, etc. Phase I culminates in either a strike, a lockout or fumbling attempts at collective bargaining. Phase II players observe how much labor management relations have changed since the late nineteenth century. Junior high school level.

Labor Songs

"I will sing the song of the workman..."

Ninette M. Lowater

Work is not only a way to make a living, it is the way to make a life.

Speakers' Desk Book

LABOR SONGS

Records available from Collector Records, 1604 Arbor View Road, Silver Springs, Maryland 20902, are identified with a double asterisk (**).

Courlander, Harold. The World of Man, Volume L, his work. Folkways Records No. 7431.

Songs and sounds of man's labor from all around the globe. (Elementary School Library Collection - Broadart)

Groundwork. (AFT Working in America Kit)

A fine collection of old and new union and work-related songs sung by Joe Wehlein.

Fowke, Edith and Glazier, Joe. Songs of Work and Freedom. Doubleday, 1960. (AFT Working in America Kit)

A book collection of one hundred songs with music and historical notes.

Fowke, Edith and Joe Glazer. Songs of Work and Protest. Dover, 1973. (AFT Working in America Kit)

Includes words and music. A third of the collection sprang from the trade union movement.

Joe Glazer Sings Labor Songs. ** Collectors Records (No. 1918)

Sixteen traditional union songs.

Lomax, Alan. Hard Hitting Songs for Hard-Hat People; American Folk Songs of the Depression and the Labor Movement of the 1930s. Oak Publications, 1967. WLN

MacCall, Ewan. I'm a Freeborn Man and Other Original Ballads and Songs of British Working Men, Gypsies, Prize Fighters, Teenagers and Contemporary Songs of Struggle and Conscience. Oak Publications, 1968. WLN

Songs for Woodworkers. ** Collectors Records (No. 1929)

Thirteen songs, old and new, about the lives of lumberjacks and loggers. Joe Glazer sings.

Songs of Steel and Struggle. ** Collectors Records(No. 1930)

Fifteen songs that tell the history of the steelworkers. Joe Glazer.

Songs of the FDR Years. Longview Records. (AFT Working in America Kit)

Excellent notes accompanying songs of labor and social protest that came out of the New Deal era.

Steady As She Goes. ** Collectors Records(No. 1928)

Songs and chanties from the days of commercial sail. Joe Glazer.

Textile Voices. ** Collectors Records (No. 1922)

Songs and stories of the mills.

Union Train. ** Collectors Records (No. 1925)

Twelve railroad songs in a country music setting. Joe Glazer.

Workers of America: Folk Songs. Prentice Hall Media (AFT Working in America Kit)

One color filmstrip/program guide with a cassette or records. Includes building the railroads, sailing a whaler, driving cattle to market, or working on a canal boat.

Workin For a Livin'. ** Collectors Records (No. 1931) (AFT Working in America Kit)

Twelve songs about working people, composed and sung by Milwaukee truck driver Larry Penn.

Audio Visual Aids

The first national labor organization whose membership was open to workers of every craft- creed and color was the Knights of Labor in 1869.

U. S. Department of Labor

AUDIO VISUAL AIDS

Check your school district and Educational Service District for filmstrip kits, photo aids, videotapes and transparency sets. Many public libraries will also have some of these titles. Those identified with an asterisk (*) are taken from Brodart's Elementary School Library Catalog. Those marked with the symbol (+) are recommended in one of the AFL-CIO lists or the AFT Working in America Study Kit.

Adventures in the World of Work. Random House Educational Media.

Six filmstrips, six cassettes, six spiritmaster worksheets and teacher's guide.

The American Labor Movement: A Fight for Human Dignity. Educational Enrichment, 1979. (+)

Six filmstrips, six cassettes and guide trace the history of American workers from Colonial times to the mid-1970s. Highly recommended upper elementary and secondary.

American Mining - 1750 to 1890: "Bone and Blood is the Price of Coal." Prentice Hall Media. (+)

One filmstrip and cassette with guide depicts the condition in America's coal fields prior to the formation of the UMW in 1890.

American Working Man. Thomas S. Klise, 1979. (*)

Filmstrip, cassette and reading script traces the development of labor unions in America, leaders and accomplishments.

The American Workplace. Prentice-Hall Media, 1979.

Two filmstrips. Examines working conditions in early history and nineteenth century onward and changes in status, education, attitudes and lifestyles of workers. Available Washington Library Network.

At Issue: A Living Wage -- Living or Existing? Prentice Hall Media. (+)

By examining the lifestyle and resources of a low-income, middle-income and pensioner family, students become more aware of their own personal expectations. One filmstrip, cassette and program guide.

Career Awareness Field Trips. Guidance Associates, 1974. (*)

Vicarious field trips capture excitement through imaginative photographs, real people on jobs. Seven filmstrips, seven cassettes and teacher's guide.

Career Mothers. AIDS, 1974. (*)

Child narrators describe what their mothers do in their jobs. Six filmstrips and six cassettes.

Despair and Hope: 1930s. Prentice Hall Media. (+)

Labor union activity increased when new federal legislation gave workers the right to organize and bargain collectively. One filmstrip, cassette and program guide.

Dissent and Change. Prentice Hall Media. (+)

From the Red Scare of the 1920s to Vietnam War protest, the documentary conveys each decade's atmosphere of unrest and upheaval.

Do Unions Have Too Much Power? Greenhaven Press, Inc. (+)

Reed Larson debates with Lane Kirkland. Larson is president of the National Right to Work Committee and Kirkland is president of the AFL-CIO. Cassette only.

A Fantasy of Work in America. Prentice Hall Media. (+)

A modern version of the Cinderella legend to comment on contemporary worker discontent. One filmstrip, cassette and program guide.

The Golden Spike: Building the Transcontinental Railroad. Prentice Hall Media. (+)

Railroad barons and the nation's political, economic and labor problems are examined in assessing the railroad as an instrument of social and moral change. One filmstrip, cassette and program guide.

Immigration and Industrialization: Folk Songs. Prentice Hall Media. (+)

Songs that came with European immigration between 1880 and 1910 and with industrialization. One filmstrip, cassette and guide.

Industrial America. Prentice Hall Media. (+)

Authentic chronicle of the Industrial Revolution spotlighting the shift from agrarianism to urbanization and the human abuses that ensued.

Industrial Revolution. Social Studies School Service. (+)

Includes book, charts, filmstrips and sourcebooks.

Jobs and the Community. Coronet Instructional Media. (*)

Information about the workers children come in contact with in their daily lives and the support people they don't usually see. Six filmstrips, six cassettes and guide.

Jobs and Things. Coronet Instructional Media. (*)

Introduces young children to people who provide goods and services. Six filmstrips, cassettes and guide.

Jobs at Home and School. Coronet Instructional Media. (*)

Introduces young children to people who provide goods and services related to familiar objects at home and school. Six filmstrips, six cassettes and guide.

John L. Lewis: American Labor Leader. Prentice Hall Media. (+)

An analysis of the rise to power of John L. Lewis and the development of the United Mine Workers. One filmstrip, cassette and guide.

Labor in a Democracy. Prentice Hall Media. (+)

Exciting visuals combine with a soundtrack of extensively researched facts and labor ballads to view labor as a dynamic force in our democratic process.

Labor Unions: Power to the People? Educational Enrichment Materials, 1978.

Examines current issues and concerns about labor unions, strikes and the unionization of public employees. One filmstrip, cassette, duplicating master, teacher's guide.

Labor Unions: What You Should Know. Guidance Associates. (+)

Explains the nature of unions, membership responsibilites, grievance procedures and major terminology associated with unions. Several study guides.

Lawrence 1912: The Bread and Roses Strike. District 1199 Cultural Center, 1980.

Drama and emotion of this important textile workers' strike are captured with period photos, headlines and labor songs depicting the poverty and harsh working conditions of the immigrant men, women and children who labored in mills for pennies a day. Filmstrip, cassette and guide.

The New Deal: 1932-1941. Prentice Hall Media. (+)

President F. D. Roosevelt's program brought about new and revolutionary social and economic legislation that enabled organized labor to grow. One filmstrip, cassette and program guide.

New Horizons for Women. Pathescope, 1975. (*)

Describes the variety of jobs women have held from the 1800s to the present. One filmstrip, cassette and ten spiritmaster worksheets.

The New UMW: 1970s. Prentice Hall Media. (+)

Under new leadership, democracy was restored to the UMW. One filmstrip, cassette and guide.

Now You Know About People at Work. Encyclopedia Britannica Education Corporation, 1974. (*)

Dialogue with a person discussing various occupations. Five cassettes, five books.

Organized Labor: Its Development and Growth. Current Affairs.

Traces the history of organized labor in the periods: 1600-1800; 1800-1860; 1860-1940; 1945 to present.

Out of Mainstream. Prentice Hall Media. (*)

Portraits of six Americans limited in their opportunities to improve their lifestyles. Describes factors which contribute to working and living conditions and poverty. Six filmstrips, three cassettes and teachers' guide.

People At Work. Set 1 and 2. Imperial Educational Resource. (*)

Describes the variety of jobs and occupations in broad areas. Four filmstrips, four cassettes in each set.

The Role of Our Labor Force. EMI. (*)

Factors which influence the composition and utilization of the nation's labor force, the importance of bargaining powers, public policies, changed patterns of economic growth and productivity. Three filmstrips, cassettes and teachers' guide.

Role of Unions in American Economy. EMI. (*)

Filmstrips, cassette and teacher's guide.

Should Public Employees Have the Right to Strike? Greenhaven Press, Inc. (+)

Cassette only.

Something Special--Work. Society of Visual Education, 1976. (*)

Helps children understand the rewards of work and the relationship between schoolwork and careers. Six filmstrips, six cassettes and teacher's guide.

Strike: The Growth of Organized Labor. Prentice Hall Media. (+)

From the violent Homestead Strike in 1892 to the rise of the AFL, the growth of labor as a powerful, social and economic force is placed in historic perspective. One filmstrip, cassette and program guide.

T. R. and the Coal Strike of 1902. Interact. (+)

The first intervention by a president in a management-labor disagreement and discussion of the role of the federal government.

United Mine Workers: Corruption and Reform -- 1962 to 1972. Prentice Hall Media. (+)

The decline of the UMW under Tony Boyle and the election of reform candidate Arnold Miller in 1972. One filmstrip, cassette and program guide.

When I Grow Up I Can Be. Paramount Communications, 1974. (*)

Surveys the jobs available in five career clusters. Five filmstrips, five cassettes

and one spiritmaster study sheet.

Women's Work: America 1620-1920. Prentice Hall Media. (+)

Political cartoons, sketches and paintings assembled with a sense of humor make these filmstrips of feminine history alive to students.

Workers. Coronet Instructional Films, 1972. (*)

Explains factors to be considered in choosing an occupation and the types of work necessary for the functioning of a community. Eight filmstrips, eight cassettes.

Working. BFA Educational Media, 1974. (*)

Examines the personal, social and economic significance of work through interviews and illustrated stories. Four filmstrips, four cassettes and twenty activity master sheets.

Working Americans. Educational Audio Visual, 1975. WLN

103 frames

PHOTOGRAPHS

American Labor: A Pictoral Social History. Public Affairs Press, 1972. (+)

Rare photographs and illustrations (1,250) depicting the history of labor in America.

Child Labor. Documentary Photo Aids. (+)

Photos examine the plight of working children taught under the child labor system.

The Early Trade Unions. EMI. (+)

Eight to twelve reproductions of original documents; five to eight illustrated broadsheets and contents brochure which describes each exhibit and outlines suggested discussion/essay topics.

The First Transcontinental Railroad. Documentary Photo Aids. (+)

The series shows the spike-by-spike construction of the "impossible" railroads.

Industry and Social Problems. EMI. (+)

Documentary photos and editorial cartoons, captioned and enlarged, portray child labor, Rockefeller, Gompers, Carnegie, Jane Addams, the Pullman Strike, production lines, etc.

The Migrant Farm Workers. Documentary Photo Aids. (*)

Series looked at migrant workers and their efforts to become unionized.

Photo Aids. Documentary Photo Aids. (+)

Complete mini sets of eighteen 11 x 14 inch aids that include city scenes at the turn of the century, child labor, Rockefeller, Gompers, Pullman Strike, etc.

People at Work. Instructo Corporation, 1977. (*)

Twenty-four study prints of men and women in non-stereotyped occupations.

TRANSPARENCIES

Labor Unions. Lansford Publishing Company. WLN

Ten transparencies examining the history, development, organization and size of the American Labor Movement.

VIDEO RECORDING

Reflections--George Meany. U. S. International Communications Agency. WLN

52-minute video recording.

Who Protects the Worker? Harcourt Brace Jovanovich, 1980. WLN

Economist Milton Freedman discusses the protection of American workers, examining unions, labor laws and new government efforts. Ends with a question and answer session.

Labor Films

LABOR FIRST: The first federal legislation to provide funds for the training of disabled workers was the Smith-Fess Act of 1920.

U. S. Department of Labor

LABOR FILMS

It is not possible to list here all the films relating to the area of labor studies. Check in your school or with your ESD catalog. Your local public library will also have films available either in their own collection or through the Washington Library Network.

The Film Division of the AFL-CIO Department of Education, 815 Sixteenth Street N. W., Room 407, Washington, D. C. 20006, has more than 200 films available to rent, some are free and others rent at an average of $5.00. Write to the Film Division to secure a free catalog and instructions for securing the films. These films are in great demand across the nation so must be requested several months in advance.

Closer to Washington schools is another valuable source of labor-related films -- free to classroom teachers! The films are an educational service of the Washington State Labor Council. Write or telephone the Council at 2815 Second Avenue, Seattle, Washington 98121, (206) 682-6002, for a free catalog and for procedures for requesting films.

Some of the more popular titles available through the Washington State Labor Council are:

The Apprentice. 11 minutes.

The preparation of young people to enjoy the pride of craftsmanship and the benefits of a skilled trade starts in school.

The Awesome Servant. 55 minutes. Produced by ABC-TV.

The impact of automation on workers and the communities in which they live.

Check Off: The Only Way To Go. 11 minutes. AFL-CIO COPE.

Focuses on anti-union methods.

Don't Call Me Baby. 3 minutes. Produced by Canadian Union for Public Employees.

Informational tool for organizing women.

The Extremists. 25 minutes. Produced by COPE.

The wide range of extremist organizations that comprise the radical right-wing in the nation are described and their methods of political action to support their goals explained.

Fight For My Union? Damn Right I Would. 13 minutes. Produced by COPE.

Workers talk about what their union means to them and what conditions were like before the union represented them.

First Union Man on the Moon. 13 minutes. Produced by the IAM.

Colonel Edwin "Buzz" Aldrin tells AFL-CIO delegates of his historic walk on the moon and praises the high quality workmanship of the union workers who supplied the skills and services that made the moon journey a success.

Here and Now. 30 minutes. Produced by KIRO-TV.

Ex-president and current president of the Washington State Labor Council discuss the roles and programs of the council, its working relationships with affiliate AFL-CIO unions and councils, and with independent unions.

Humphrey. 20 minutes. Produced by Minnesota AFL-CIO.

Moving film of vintage HHH on the issues of the labor movement and its contributions to the nation.

If Elected. 55 minutes. Produced by Wayne Ewing.

Vividly portrays the problems of a political candidate: issues, financing, coordination of workers, public disclosure filings, letters to editor, signs, etc.

If You Don't Come in Sunday...Don't Come in Monday. 59 minutes. Produced by Manpower Education Institute for the U.S. Bicentennial.

Chronological history of the American Labor Movement covers a four-century span using original photographs, documentary film footage and cartoons. Excellent pictures and newsreel footage of major strikes and key labor leaders. Also available through WLN. (One of the most dramatic, informative labor films.)

Ill Winds on a Sunny Day. 28 minutes. Produced by U. S. Senate Committee on Public Works.

Air pollution knows no state boundaries and film calls for citizen action.

In Common Brotherhood. 27 minutes. Produced by AFL-CIO.

Portrays labor's commitment to the free world and the development of democratic institutions.

The Inheritance. 55 minutes. Produced by Amalgamated Clothing Workers of America.

A two-fisted film centering on the needle trades and the bitter struggle of workers against economic exploitation. A masterpiece.

Injustice on Trial. 20 minutes. Produced by AFL-CIO.

Presented in the form of a trial in which the audience is urged to be the final judge, the film presents labor's arguments against the misnamed "right to work" laws.

Land of Promise. 28 minutes. Produced by AFL-CIO.

The contributions trade unions have made in raising the living standards of all

Americans is told in this brief outline of American history.

Memorial Day Massacre of 1937. 16 minutes. Produced by the Illinois Labor History Society.

Using news media footage which had been suppressed by the police but released to a U. S. Senate Investigating Committee, the film depicts the event of the day ten steelworkers were shot in the back by Chicago police. "Those who cannot remember the past are condemned to repeat it."

Our Nation's Health. 13 minutes. Produced by the Congress of Industrial Organization.

Presents the case for a national health insurance program.

The Owl Who Gave a Hoot. 15 minutes. Produced by U. S. Office of Economic Opportunity.

Colorful, interesting cartoon shows the need for and success of consumer education programs in a neighborhood.

Phoney Issues, Real Issues and You. 15 minutes. Produced by COPE.

Workers talk about the real political issues of jobs, inflation, health care, housing, education and tax justice rather than "ranting against big government."

The Pursuit of Happiness. 35 minutes. Produced by the Amalgamated Meat Cutters and Butcher Workmen of North America.

Presents the whole range of a union's activities, recreation and long-term benefits for the worker and his family.

Reflections. 52 minutes. Produced by the International Communications Agency, 1979.

More than a half century of labor history unfolds in this intimate conversation with George Meany as he reflects on his lifetime service to American workers and as national president of the AFL-CIO. Documentary footage, photographs and cartoons effectively utilized. Not available from the Washington State Labor Council but can be rented from the Education Department of the AFL-CIO in Washington, D. C., or borrowed free from the Washington State Library Network.

Ripoff at the Top. 13 minutes. Produced by Odeon Films.

An ex-corporation executive gives an inside look at how tax loopholes can save millions of dollars in tax payments every year. Important film for discussing tax reform.

Serpent Fruits. 25 minutes. Produced by Southern Educational Communications Association.

Film describes the impact of man-made chemicals upon human lives.

Skills for Tomorrow. 15 minutes. Produced by U. S. Department of Labor, Manpower Division.

Discusses the problems of management in keeping jobs on schedule when there is a shortage of skilled workers and makes the point that use of the apprenticeship system is good for the trainee, the employer and the industry.

State Labor Body. 24 minutes. Produced by the Michigan State University and Michigan AFL-CIO.

Portrays a teacher's effort and quest for information to develop a well-rounded picture for her students of the many activities of a state labor body.

They Have What It Takes. 14 minutes. Produced by AFL-CIO in cooperation with IBEW.

Depicts how unions and management can cooperate to establish more job opportunities for the disabled.

The Third Day. 14 minutes. Produced by the Social Security Administration.

Film highlights the importance of 30 million Americans receiving their Social Security checks on the third day of the month.

Troubled Waters. 28 minutes. Produced by U. S. Senate Committee on Public Works.

Develops a wider awareness of continued pollution of the nation's water supply and speaks to build legislative support to set standards of enforcement.

Union and Community. 18 minutes. Produced by U. S. Armed Forces.

Films a story of a local union community services program.

Union Maids. 50 minutes. New Day Films (black and white film)

Presents an adaptation of the book Rank and File about labor in the 1930s Relates the personal experiences of three militant women who tried to organize laborers in Chicago during this period. Not available from Washington Labor Council but can be borrowed from the Washington State Library Network.

Valley of the Tennessee. 30 minutes. Produced by U. S. Office of War Information.

Popular historical document of the contributions of the development of the Tennessee River and its tributaries toward improving the life of common people.

We the People. 14 minutes. Produced by the AFL-CIO.

The voice of freedom appears in Colonial and modern times to point out the similarity between the anti-democratic persons in Colonial times with those who support anti-labor legislation today. The different philosophies is a part of a long-time struggle for freedom.

What Price Health? 50 minutes. Produced by NBC-TV.

NBC White Paper explores three basic problems contributing to the health care crisis in America.

When the Day's Work is Done. 30 minutes. Produced by AFL-CIO.

Documentary honors unions and union members who devote their after-work hours to community service.

Where's Joe? 44 minutes. Produced by Cinecraft, Inc., for United Steelworkers.

Joe is the title of somebody who used to have a job in a steel company but doesn't anymore. Film pictures the threat of foreign imports and the need to improve productivity to remain competitive with foreign producers and substitute materials.

White Collar Grievance. 42 minutes. Produced by the University of Wisconsin.

Follows a grievance through all the steps within a company and then into arbitration.

Why We Boycott. 17 minutes. Produced by the United Farm Workers.

Tells the story of the farm workers' strike and boycott and includes footage of the violence experienced during the farm workers' long fight for union recognition.

With Babies and Banners: Story of the Women's Emergency Brigade. 44 minutes. Produced by the Women's Labor History Film Project.

Rare archive footage reconstructs the story of the working women, wives, mothers, sisters and sweethearts of the strikers during the great General Motors sitdown strike in Flint, Michigan in 1937. Classic film.

Working For Your Life. 60 minutes. Produced by the Labor Occupational Health Program, University of California.

Shows the hazards experienced as more women enter "non-traditional" jobs. Women are learning that their best protection is union membership and a strong safety committee.

Workplace Hustle: Sexual Harassment of Working Women. 30 minutes. Produced by Clark Communications, Inc.

Sensitive film which examines the difficulties caused by sexual harassment in the work environment. Winner of 1980 San Francisco Film Festival and 1980 New York Film and TV Festival.

Addendum

Several new films have been added to the AFL-CIO collection in Washington, D. C., that are not yet in their catalog. They are listed here for your information.

The Life and Times of Rosie the Riveter. 60 minutes. Produced by Connie Field, 1980. Rental $10.

Five women talk about their experiences during World War II building tanks, ships and bombers when women were recruited for industrial jobs and what happened when the men came back to claim the jobs. Newsreel and filmstrips of the period, magazine and poster art, are used throughout the film. Provides good background for discussing problems women and minority groups face today.

Waldenville Jogger. 39 minutes. Produced by U. S. Department of Labor. Rental $5.

A hospital technician is charged for violating rules by jogging during working hours. Film shows both parties preparing and presenting their cases to the arbitrator.

Maria. 40 minutes. Rental $5. Canadian Broadcasting Corporation.

Maria becomes a leader of the drive to organize a union in a Canadian clothing plant. In addition to all the usual union-busting tactics, she also had to cope with a family and fiancee who did not understand her new role as a union organizer.

88 Close the Gate. 16 minutes. United Steelworkers of America, 1980. Rental $5.

A twelve-week strike by 16,500 USWA members against the Newport News Shipbuilding and Drydock Company is documented on film. The workers' victory is a major breakthrough in the long struggle of southern workers for dignity and human rights.

The Faces of a Union. 28 minutes. United Steelworkers of America. Rental $5.

What does a union do? How does it function? This film about the Steelworkers is designed to answer these questions and provide students and the public a better understanding of how a democratic union functions. Some early film footage provides a look at the union's early history.

OSHA. 25 minutes. U. S. Department of Labor, 1981. Rental $5.

One-third of all cancers are work-related. Film tells how OSHA was set up to stem the tide of disease, injury and death, and what workers' rights are under the law. Workers talk about specific hazards in their industries and how plants were forced to comply with the law.

Can't Take No More. 25 minutes. U. S. Department of Labor, 1981. Rental $5.

Historical overview of the long fight for protection against hazardous working conditions. Pressure for change was often effective only after a major tragedy like the Triangle fire or exposure like Upton Sinclair's book, The Jungle. Today workers are exercising their right to work in a safe and healthy environment.

An American Valley. 12 minutes. U. S. Department of Labor, 1979. Rental $5.

What happens to workers who lose their jobs because of the flood of imports coming into the U.S.? Film talks about the Trade Adjustment Assistance Program that provides financial benefits for workers whose jobs have been destroyed and how they qualify for benefits under the Trade Act of 1974.

A Day's Work -- A Day's Pay. 20 minutes. Building and Construction Trades Department, AFL-CIO, 1979. Rental $5.

Film illustrates why the Davis-Bacon Act was enacted and how it protects workers and local contractors bidding on federal contracts.

A Listing:

Labor Unions in the

State of Washington

Strange things happen in history. American unions today are the only ones in any industrial country which do not have their own political party.

Sidney Lens, 1960
Working Men: The Story of Labor

LABOR UNIONS IN THE STATE OF WASHINGTON

There is no complete listing of all the labor organizations in the State of Washington. Not all are affiliated with the Washington State Labor Council, AFL-CIO. Their structure of independence and affiliation is complex. To contact unions not on this list as a source for speakers, information materials, and/or field trips, consult the Yellow Pages of your local telephone directory.

Washington State Labor Council, AFL-CIO
Marvin L. Williams, President
2815 Second Avenue
Seattle, Washington 98121
Telephone: (206) 682-6002

CENTRAL LABOR COUNCILS

Benton-Franklin Counties Labor Council
Post Office Box 1005
Pasco, Washington 99301

Clark, Skaminia and West Klickitat Counties Central Labor Council
205 East 11th Street, N. 101
Vancouver, Washington 98660

Cowlitz-Wahkiakum Labor Council
Post Office Box 1825
Longview, Washington 98632

Grays Harbor Central Labor Council
Post Office Box 1109
Aberdeen, Washington 98520

King County Labor Council of Washington
2800 First Avenue, No. 206
Seattle, Washington 98121

Kitsap County Central Labor Council
632 Fifth Street, Room 5
Bremerton, Washington 98310

Kittitas County Central Labor Council
213 West Third Avenue
Ellensburg, Washington 98926

Lewiston-Clarkston Central Labor Council
1034 Main Street
Lewiston, Idaho 83501

Mason County Labor Council
Post Office Box 268
Shelton, Washington 98584

North Central Washington Central Labor Council
27 North Chelan Avenue
Wenatchee, Washington 99801

Pacific County Labor Council
201 East Ellis
Raymond, Washington 98577

Pierce County Central Labor Council
3049 South 36th Street, No. 201
Tacoma, Washington 98409

Port Angeles Central Labor Council
Post Office Box 688
Port Angeles, Washington 98362

Skagit-San Juan Central Labor Council
Post Offce Box 2318
Everett, Washington 98203

Snohomish County Central Labor Council
2812 Lombard Street
Everett, Washington 98201

Spokane Labor Council
E. 203 Boone Avenue
Spokane, Washington 99202

Thurston-Lewis Counties Labor Council
Post Office Box 66
Olympia, Washington 98507

Walla Walla, Columbia and Garfield Counties Labor Council
343 South Third
Walla Walla, Washington 99362

Whatcom County Central Labor Council
1700 North State Street
Bellingham, Washington 98225

Yakima and East Klickitat Central Labor Council
Post Office Box 242
Yakima, Washington 98907

STATE TRADE COUNCILS

Building and Construction Trades, Washington State Council
1063 South Capitol Way, No. 211
Olympia, Washington 98501

Carpenters, Washington State Council of
3700 North Pacific Avenue S.E.
Olympia, Washington 98501

Clothing and Textile Workers Union, Pacific Northwest Joint Board of Amalgamated
321 N.E. 20th Avenue
Portland, Oregon 97232

County and City Employees, Council 2, Washington State Council of
261 N.E. 45th Street
Seattle, Washington 98105

Electrical Workers, Washington State Association of
Post Office Box 1119, Broadway Station
Seattle, Washington 98102

Farm Workers, United, State Council of
Post Office Box 62
Keene, California 93531

Fire Fighters, Washington State Council of
513 North Front Street, No. G
Yakima, Washington 98901

Food and Commercial Workers Union, Council 33, United
Post Office Box 14747
Portland, Oregon 97214

Laborers, Washington and Northern Idaho, District Council of
860 S.W. 143rd Street
Seattle, Washington 98166

Letter Carriers, Washington State Association of
350 South Second Avenue
Walla Walla, Washington 99362

Lumber Production and Industrial Workers, Western Council of
721 S.W. Oak
Portland, Oregon 97205

Machinists Council, Washington State
5302 Airport Way South
Seattle, Washington 98108

Painters and Allied Trades, Washington State Conference of
710 North 51st Avenue
Yakima, Washington 98908

Painters and Allied Trades, Washington State Conference of
710 North 51st Avenue
Yakima, Washington 98908

Plumbers and Pipefitters Ind. of UA, Washington State Association of
5205 South Second Avenue
Everett, Washington 98203

Postal Workers Union, Washington American
Post Office Box 1495
Vancouver, Washington 98663

Northeastern Washington-Northern Idaho Building and Construction and Trades Council
102 East Boone, No. 15
Spokane, Washington 99202

Olympia Building and Construction and Trades Council
119-1/2 North Capitol Way
Olympia, Washington 98501

Olympic Peninsula Building and Construction and Trades Council
936 North Wycoff Avenue
Bremerton, Washington 98310

Pierce County Building and Construction and Trades Council
3049 South 36th Street
Tacoma, Washington 98409

Seattle Building and Construction and Trades Council
2700 First Avenue, No. 101
Seattle, Washington 98121

Skagit Valley Building and Construction and Trades Council
706 West Division Street
Mt. Vernon, Washington 98173

Snohomish County Building and Construction and Trades Council
2810 Lombard Avenue
Everett, Washington 98201

Southeastern Washington Building and Construction and Trades Council
824 West Lewis, Room 115
Pasco, Washington 99302

Whatcom County Building and Construction and Trades Council
1700 North State Street
Bellingham, Washington 98225

Yakima Building and Construction and Trades Council
507 East Third Street
Yakima, Washington 98901

CARPENTERS

Columbia River Valley District Council
507 South Third Street
Yakima, Washington 98901

Seattle District Council
2512 Second Avenue, No. 220
Seattle, Washington 98121

Southwest Washington District Council
612 East McLoughlin Boulevard
Vancouver, Washington 98663

Spokane District Council
120 West Mission Avenue
Spokane, Washington 99218

COMMUNICATIONS WORKERS

Washington-Idaho-Oregon-Alaska Area, CWA
845 Industry Drive, Building 21
Tukwila, Washington 98188

IRONWORKERS

Pacific Northwest District Council
22915-75th Avenue West
Edmonds, Washington 98020

LUMBER AND SAWMILL

Central Washington District Council, LPIW
712 North 7th Street
Yakima, Washington 98901

Puget Sound District Council, LPIW
1221 Third Avenue, No. 714
Seattle, Washington 98101

MARITIME TRADES

Puget Sound District Council
2701 First Avenue, No. 310
Seattle, Washington 98121

Printing Pressmen, Washington State District Joint Council of
10725 Palatine Avenue North
Seattle, Washington 98133

Service Employees, Northwest State Council No. 14
150 Denny Way
Post Office Box 9130
Seattle, Washington 98109

State Employees, Council 28, Washington Federation of
1107 Harrison Avenue N.W.
Olympia, Washington 98502

Teachers, Washington Federation of
2366 Eastlake Avenue East, No. 209
Seattle, Washington 98102

Typographical and Mailers Unions, Washington State Conference of
571 C State Street
Nampa, Idaho 83651

Union Label and Service Trades Councils, Washington State Federation of
2701 First Avenue, No. 300
Seattle, Washington 98121

Woodworkers, International Association, Western States Regional Council III
25 Cornell
Gladstone, Oregon 97027

LOCAL TRADE COUNCILS

AEROSPACE

Aerospace Industrial Mechanics District Lodge 751
5502 Airport Way South
Seattle, Washington 98108

ALUMINUM

Vancouver Aluminum Trade Council
615 West 11th Street, No. 1
Vancouver, Washington 98660

Wenatchee Aluminum Trade Council
113 Second Street
Wenatchee, Washington 98801

BRICK AND CLAY

Northwest District Council 3 BCW
3304 North Fowler
Spokane, Washington 99206

BUILDING AND CONSTRUCTION

Columbia Pacific BCTC
7528 S.E. Foster Road, No. 203
Portland, Oregon 97206

Grays Harbor Pacific County BCTC
312 First Street
Aberdeen, Washington 98520

Lewis County BCTC
417 North Pearl
Centralia, Washington 98531

Longview-Kelso BCTC
402 West Main
Kelso, Washington 98626

North Central Washington BCTC
Post Office Box 1913
Wenatchee, Washington 98801

METAL TRADES

Bremerton Council
632 Fifth Street
Post Office Box 448
Bremerton, Washington 98310

Hanford Atomic Council
1305 Knight Street
Richland, Washington 99352

Seattle Council
2800 First Avenue, No. 115
Seattle, Washington 98121

Tacoma Council
3049 South 36th Street, No. 101
Tacoma, Washington 98409

PAINTERS

District Council 5
2800 First Avenue, No. 324
Seattle, Washington 98121

District Council 54
201 East Augusta
Spokane, Washington 99207

PRINTING TRADES

Puget Sound Council, Allied
2800 First Avenue, No. 312
Seattle, Washington 98121

STEELWORKERS

Subdistrict No. 7, District 38, USA
1511 North Washington, No. 101
Spokane, Washington 99201

UNION LABEL AND SERVICE TRADES COUNCILS

Benton-Franklin Counties
1215 South Cedar
Kennewick, Washington 99336

King County
2800 First Avenue, No. 208
Seattle, Washington 98121

Kitsap County
632 Fifth Street, Room 5
Bremerton, Washington 98310

Skagit County
Post Office Box 2318
Everett, Washington 98203

Tacoma
6819 Pacific Avenue, No. 17
Tacoma, Washington 98408

Walla Walla
343 South Third Street
Walla Walla, Washington 99362

Yakima
Post Office Box 242
Yakima, Washington 98907

AMONG THE MAJOR UNION ORGANIZATIONS NOT AFFILIATED WITH THE AFL-CIO ARE:

Association of Western Pulp and Paper Workers
1430 S.W. Clay
Portland, Oregon

International Longshoremen's and Warehousemen's Union
Columbia River Council
2215 S.E. Division
Portland, Oregon 97202

Puget Sound Council
2700 First Avenue, Room 203
Seattle, Washington 98121

Headquarters - Research and Education
118 Franklin Street
San Francisco, California 94109

Teamsters International Unions, Joint Council of Teamsters No. 28
533 John Street
Seattle, Washington

While not all classify themselves as unions, there are many employee organizations that negotiate working and wage contracts for their members. This would include such groups as:

Washington Association of Practical Nurses

Washington Education Association

Washington State Nurses Association

and many, many more.

Chronology

Important Dates in Labor History

LABOR FIRST: The first labor union to use a union label was the Cigar Maker's International Union in San Francisco in 1874. It wanted to distinguish its cigars from those made by Chinese workers.

U. S. Department of Labor

CHRONOLOGY

Important Dates in Labor History

(Synthesized from Henry Pelling's American Labor and the AFL-CIO Centennial Anthology)

1611-23	Wage scales established in Virginia
1630-33	Maximum wages set in Massachusetts
1648	Boston Coopers and Shoemakers Guilds founded
1676	Bacon's Rebellion, Virginia, by indentured servants
1778	Successful strike of journeymen printers, New York City
1792	Philadelphia shoemakers form local union
1794	New York City typographers form local union
1806	Philadelphia shoemakers found guilty of criminal conspiracy for forming a union and striking
1827	Mechanics Union of Trade Associations formed at Philadelphia -- the first recorded city central body
1828	Workingmen's party formed in Philadelphia
1829	Workingmen's party formed in New York City
1831	Slave insurrection in Virginia led by Nat Turner
1834	National Trades Union formed in New York -- the first attempt at a national federation of trades
1836	New York Journeymen Tailor's Case -- unionism again found to be an illegal conspiracy
1840	Ten-hour day established for federal employees by President Van Buren
1842	Massachusetts Supreme Court holds labor unions not illegal conspiracies
1852	Typographical Union founded -- the earliest national union to remain in permanent existence
1859	Iron Molders Union founded, largely by William Sylvis
1860	Successful strike of some twenty thousand New England shoemakers
1863	Emancipation of slavery

1866 National Labor Union formed

1867 Knights of St. Crispin (shoemakers) formed

1868 Congress enacts eight-hour day for federal employees

1869 Knights of Labor founded at Philadelphia

1875 Conviction of "Mollie Maguires" for coalfield murders; ten hanged

1876 Workingmen's Party, later Socialist Labor Party, founded

1877 Railroad strikes in Philadelphia and elsewhere cause many deaths, use of federal troops

1878 Greenback Labor Party wins over a million votes in congressional elections

1879 Terence V. Powderly elected Grand Master Workman of Knights of Labor

1881 Federation of Organized Trades and Labor Unions, the direct predecessor of the AFL-CIO, is formed in Pittsburgh. Its program called for compulsory free public education, an end to child labor, achievement of the eight-hour day, protection against garnishment, apprenticeship laws, payment of wages in legal tender, repeal of conspiracy laws, creation of a National Bureau of Labor Statistics, workers' compensation and the use of the ballot to elect friendly legislators

1881 Federation offers representation to all women's labor organizations "on an equal footing with trade organizations for men." First Labor Day parade held in New York City under auspices of Central Labor Union on September 5

1884 Federal Bureau of Labor established within Department of Interior

1885 Bricklayers in New York City gain first collective bargaining agreement in building trades. Foran Act forbids immigration of laborers on contract

1886 Approximately 340,000 men and women demonstrate in several cities for shorter hours. Haymarket Riot at McCormick Harvester Company sees four policemen killed by a bomb, followed by police opening fire on the crowd. Eight anarchists convicted although no evidence linked them to the bomb

1886 Knights of Labor membership peaks at 700,000. American Federation of Labor founded in Columbus, Ohio, by delegates from 25 trade unions

1887 AFL convention adopts principle of only one union in a trade, the theory of exclusive jurisdiction. Oregon established first Labor Day holiday

1888 United States Department of Labor established but without cabinet status. First federal eight-hour law passed; covered Government Printing Office and Letter Carriers

1890 The first fully accredited female delegate attends AFL convention -- Mary Burke of the Retail Clerks. United Mine Workers established in Columbus, Ohio

1892 The Homestead Strike -- organized labor's first confrontation with a modern manufacturing corporation -- was called against the Carnegie Steel Company. Twelve Pinkertons and strikers killed

1893 Illinois Central Railroad offer laborers first stock ownership plan as a benefit

1894 Pullman strike by Eugene Debs, American Railway Union; strike was broken with injunctions and use of federal troops; Debs jailed for contempt; workers blacklisted and starved into submission

1897 United Mine Workers becomes largest union in US; retaining this position for nearly thirty years

1898 Erdman Act provides for mediation and arbitration on the railroads

1899 Idaho governor calls in federal troops during strike in Coeur d'Alene mines; 700 miners arrested

1900 International Ladies' Garment Workers' Union founded

1901 Amalgamated Association of Iron, Steel and Tin Workers defeated in a five-month strike against U. S. Steel Corporation

1902 Anthracite miners strike in Pennsylvania. After four months, President Theodore Roosevelt personally intervened to propose arbitration

1903 Women's Trade Union League organized; founded by Mary O'Sullivan, bindry worker and first woman organizer of the AFL

1904 Western Federation of Miners strike in Colorado for shorter hours. Troops called in, bombs and dynamite used; 13 non-union miners killed

1905 Industrial Workers of the World (IWW) founded with William D. "Big Bill" Haywood, president

1906 AFL enters political arena; Gompers and several council members attend both Democratic and Republican conventions

1908 Supreme Court holds a boycott to be in restraint of trade in Danbury Hatters Case. Supreme Court upholds Oregon State law limiting hours for women workers

1909 National Association for the Advancement of Colored People founded. First mass strike in needle trades when shirtwaist and dressmakers in New York City demonstrate. First free speech fight in Spokane, Washington, when hundreds of Wobblies converge with arrested speakers jamming the jails

1910 A strike of 50,000 cloakmakers in New York ends with the abolition o.

homework, and pay for piece rates fixed by a joint union-employer committee

1911 Triangle Shirtwaist Company Fire. Women workers trapped, 146 killed; sets up Factory Investigation Committee with Frances Perkins and stimulates factory inspection and safety legislation. Gompers held in contempt for promoting an unlawful boycott against Buck's Stove and Range

1912 50,000 textile workers walk out in Lawrence, Massachusetts, when mill owners cut pay; police and militia attack peaceful demonstrations; women and children clubbed. Public protest forces companies to restore pay and boost wages to more realistic levels. Massachusetts adopts first minimum wage law for women and minors

1913 U. S. Department of Labor created with Cabinet status. Federal Mediation Service created

1914 Clayton Act limits use of injunctions in labor disputes. Ludlow Massacre -- Colorado militia attacks striker tent colony with machine guns during night; 39 men, women and children killed; Wilson sends federal troops

1915 LaFollette Seamen's Act regulates conditions for seamen

1916 Federal Child Labor Law passed (declared unconstitutional). Adamson Act provides eight-hour day on railroads

1917 1,200 strikers deported by sheriff in a copper mine strike in Arizona

1918 National War Labor Board created

1919 Samuel Gompers plays major role in creation of International Labor Organization under initial sponsorship of League of Nations. First nationwide steel strike broken by armed violence and heavy propaganda. Centralia problem -- Seattle General Strike

1920 Women's Bureau established in Department of Labor. First federal legislation providing funds for training disabled workers

1924 William Green, secretary-treasurer of United Mine Workers, becomes president of AFL following the death of Samuel Gompers

1925 Brotherhood of Sleeping Car Porters founded by A. Philip Randolph, Ashley Totten and Milton Webster

1926 Railway Labor Act requires employers to bargain collectively and forbids discrimination against unionists. Labor Bank Movement of 1920s peaks -- 35 banks with resources in excess of $126 million

1930 AFL urges adoption of five-day week, vacations with pay, public employment offices and public works

1931 First statewide relief program in New York

1932 Deep depression envelops American economy. Norris-LaGuardia Act

severely limits federal court judges issuing injunctions

1933 National Recovery Act gives unions right to bargain with employers

1934 Presidential order extends power of National Labor Board to hold elections to determine employees' choice of collective bargaining. Pacific Coast Longshore and Seamen strike sparks general strike in San Francisco; Minneapolis Teamster's strike ties up city; cotton textile workers strike with 10,000 troops called in six states; two strikers killed at Kohler Company

1935 National Labor Relations Act (Wagner Act) broadens right of unions to represent workers, negotiate agreements and protect members from employer intimidation. Federal Social Security Act introduced unemployment insurance, old age benefits. Formation of Committee for Industrial Organization (CIO)

1936 First CIO strike which included a mile-long picketline ended in victory for rubber workers in Akron, Ohio

1937 Steelworkers win bargaining rights after historic sit-down strike at Flint, Michigan. 70,000 workers involved in strike at Republic and other steel plants. Memorial Day Massacre -- police fire on unarmed steelworkers outside Republic Steel Plant in Chicago. Ten shot; thirty wounded; 29 beaten; thirty more injured. CIO unions expelled by AFL

1938 CIO holds first convention, John L. Lewis is first president. Fair Labor Standards Act sets minimum wage and outlaws child labor

1939 Supreme Court declares sit-down strikes illegal

1940 John L. Lewis resigns CIO presidency, is replaced by Philip Murray. Ford Motor Company recognizes United Auto Workers after years of bitter opposition

1941 AFL and CIO begin first joint efforts in support of national war effort following Pearl Harbor -- make no-strike pledge. A. Philip Randolph's Brotherhood of Sleeping Car Porters threatens march on nation's capital against job discrimination. Roosevelt issues Executive Order 8802 banning discrimination in defense industries

1942 National War Labor Board establishes "Little Steel Formula" for wage increased based on cost of living

1943 Strikes cause federal take-over of mines, railroads. Smith-Connally Act restricts strikes and union political activity in wartime

1944 Sewell Avery, president of Montgomery Ward, carried out of his office by federal troops as government enforces War Labor Board decision backing the Retail Clerks

1945 Postwar strikes expressed long pent-up need for wage increases, virtually all industries affected

1946	Strike wave ends in wage increases of eighteen and one-half cents an hour. Mine workers win health and welfare fund
1947	Taft-Hartley Act severely limited rights previously granted in Wagner Act. Bill became law over President Truman's veto
1948	UAW negotiates first cost-of-living "escalator" clause
1949	First pension agreements signed in steel, auto industries and spreads to other industries
1950	Korean War: AFL and CIO form United Labor Policy Committee
1952	William Green and Philip Murray die. George Meany becomes AFL president and Walter P. Reuther, UAW president, is elected CIO president
1953	AFL expels International Longshoremen's Association for corruption
1955	AFL and CIO merge into unified labor federation. A. Philip Randolph and Willard S. Townsend elected first Black members of AFL-CIO Executive Council
1957	AFL-CIO convention resolution spells out plans for COPE, the federation's political arm
1959	Congress passes Landrum-Griffin Act which further amends the Wagner Act
1960	Congress with labor's support passes occupational safety and health law (OSHA)
1962	President John F. Kennedy signs Executive Order 10988 which gave defacto recognition of collective bargaining by the federal government
1963	Congress passes Equal Pay Act for Women with strong labor support. A. Philip Randolph, AFL-CIO vice-president, organizes March on Washington, August 28, for jobs and freedom; Martin Luther King Jr. gave his famed "I have a dream" speech
1964	With strong labor backing, Congress passed Civil Rights Act
1967	Farm workers win first contract in California. UAW, Rubber Workers and ILGNU negotiate major contracts. Age discrimination in Employment Act passed
1968	AFSCME mounts march, headed by Martin Luther King Jr., in the Memphis sanitationmen strike
1969	AFL-CIO Labor Studies Center opens
1970	United Farm Workers grape boycott wins contracts with 25 major California growers
1971	AFL-CIO urges $2.00 minimum wage

1973 AFL-CIO calls for impeachment of President Nixon and raises one million dollars in support of farm workers

1974 Coalition of Labor Union Women formed

1975 AFL-CIO hosts Alexander Solzhenitsyn's first U.S. address. AFL-CIO walks out of International Labor Organization when Palestinian terrorists are seated. AFL-CIO urges acceptance of 100,000 refugees as South Vietnam falls

1977 Congress passes Humphrey-Hawkins Act reinforcing government statement in support of philosophy of full employment

1978 Missouri voters defeat right-to-work. Breakthrough for southern organizing when steelworkers win election at Newport News Shipyard. Labor steps up ERA drive as ratification deadline is extended

1979 George Meany steps down as president of AFL-CIO. Lane Kirkland is elected president

1980 George Meany dies. After a boycott of seventeen years, J. P. Stevens finally recognizes the Amalgamated Clothing and Textile Workers Union at seven plants

1980 AFL-CIO creates Polish Workers' Aid Fund. Joyce Miller is elected first woman on AFL-CIO Executive Council

1981 Greatest rally in labor history draws 400,000 working people and their allies to the Mall in Washington, D.C., on September 19 to protest the philosophy and actions of the Reagan Administration. Centennial convention of AFL-CIO held in New York City

Only when some dramatic interruption takes place do we realize how dependent we are in our daily lives upon the continuous miracle of production and service rendered by the great army of free American workers.

George Meany

State of Washington
and
Pierce County

The first regional labor organization was the New England Association of Farmers, Mechanics and Other Workmen in 1831.

U. S. Department of Labor

HISTORY OF TACOMA LABOR

Beginnings to the Great Depression
by Steven Conway and Ottilie Markholt
(Reprinted from The Tacoma News Tribune, August 16, 1981)

The ink is fading on the charters hanging on the walls of the union offices tucked here and there about Tacoma. Some of them, with their ornate borders and copper plate script, are nearly a hundred years old. But they symbolize the enduring unionism of Tacoma's working people, and stretch back to the very beginnings of the city.

In those early days skilled workers, responding to rumors of riches in the Northern Pacific Railroad's "City of Destiny," brought the beginnings of unionism to Pierce County. It started in 1883, the year Old Town and New Tacoma merged to become Tacoma. Fifteen printers formed the Tacoma Typographical Union. Two years later, others organized a mixed assembly of the Knights of Labor, embracing many different trades. As Tacoma grew during the boom years of the late 1880s from 7,000 to 36,000, unionism spread to over 25 trades, including longshoremen, barbers, bakers, cigarmakers, stonecutters, tailors, tinners and cornice makers, and carpenters.

In 1890, the unions formed the Tacoma Trades Council, hub of this early union movement. Besides the trade unions, the council included at various times the Knights, several railway brotherhoods, and the Socialist Labor Party and Nationalist Club for a few months. The Women Teachers' Club was invited to join when the Trades Council supported its demand for relief from county examinations.

Drive for Shorter Hours

The focal point of working class activity in the late 1880s and 1890s, as it was for working people throughout the world, was the campaign for shorter hours. In 1890, with the help of the Trades Council, dry goods and clothing store clerks, some of whom were women, organized around a campaign to reduce their 12-hour day. The Trades Council petitioned the City Council in behalf of unorganized, predominately Scandinavian city laborers to secure relief from the ten-hour work day and employment by the city rather than through private contractors.

There were some successes as local printers, brewery workers, cigarmakers and many building trades cut their work day, in some cases to nine hours and in others to eight. The Trades Council also helped horseshoers, shingle weavers, shipwrights and caulkers, street railway operators and others to organize. At their greatest strength in the 1890s, Tacoma's 40-odd unions numbered over 1,000 members.

The first Labor Day parades in Tacoma -- back in 1890, 1891 and 1892 -- were organized by the Trades Council and were dazzling affairs. Thousands of unionists and other workers, many dressed in the clothing of their trade, marched down Pacific Avenue with their union banners and slogans, punctuated at intervals by bands and floats of union people working at their trades. Unorganized laborers from the Northern Pacific shops and the city street department joined in the parade and the day's festivities.

Hard Times and Unemployment

Then came the Panic of 1893, and the ensuing depression hit working people hard. Advertisements of high wages and cheap land had brought a flood of immigrants to the city for whom there were now no jobs. Thousands of unemployed gathered at street meetings early in 1894, listened to Populist speakers denounce land speculators and corporations, and marched to City Council meetings to demand work to buy food.

Three hundred formed a contingent of the Commonweal (Coxey's) Army and marched out of Tacoma on April 28, bearing a huge American flag presented by Civil War veterans, and the well wishes of the Trades Council and many citizens. They encamped with the Seattle Commonwealers at Puyallup before heading for Washington, D.C., to petition Congress for jobs at public works.

Rising unemployment and hard times forced many unions to accept wage cuts. The Daily Ledger locked out its union printers when they refused to take a cut, and brought in non-union printers from Los Angeles. The unions responded with the Morning Union, a rival newspaper. Economic conditions and competition from the Morning Union finally forced the Ledger into bankruptcy in 1897. When the paper was sold, the new owners came to terms with the unions.

The American Railway Union struck the Northern Pacific in 1894 when switchmen were fired for refusing to handle Pullman cars. In Tacoma, trains were tied up and service was disrupted as members of other railroad unions responded to the strike call. Aided by the growing army of unemployed, the federal government broke the strike in Tacoma and nationally with injunctions, marshalls and troops. ARU members and strikers were blacklisted.

"Times too hard to pay dues," a Trades Council committee reported in October 1894, as unions dropped out of the Council. A few hung onto their charters, but most disintegrated and the Trades Council ceased functioning in 1895.

Unions Reorganize

In 1897 the depression lifed and, sparked by a rapid increase in prices, unions organized once again in Pierce County. Between 1899 and 1902, many of today's unions reorganized or organized and received international charters -- Plumbers Local 82, Painters Local 64, Carpenters Local 470, Electrical Workers Local 76, Teamsters Local 313 and many more.

In December 1899, the Trades Council reorganized and applied for an American Federation of Labor Charter. Within two years, Tacoma trade unions were once again campaigning for shorter working hours, parading down Pacific Avenue on Labor Day, sponsoring lecturers and balls. When the Pantages Vaudeville House opened its doors, Monday and Wednesday evenings were union nights.

Unionism also returned to Tacoma's waterfront. In 1900 and 1901 Tacoma longshoremen received charters from the International Longshoremen's Association, and in 1902 with 600 cars waiting to unload wheat and fifteen grain ships in Commencement Bay waiting for cargoes, the grain handlers forced recognition of the union and the union preference in hiring. In 1903 a Shingle Weavers Local formed at Tacoma's largest mill, St. Paul and Tacoma Lumber Company. A United Mine Workers local organized at the Wilkeson Coal and Coke Company.

Construction carpenters gained the eight-hour day, a wage increase from $2 to $2.50 a day and the union shop. The same year, Shull-Day's new clothing factory encouraged the formation of Garment Workers Local 201, which sent the first female delegates to Trades Council meetings.

Open-Shop Drive

But the very success and visibility of the unions bred reaction. In October 1903, a local building contractor's association locked out and blacklisted union members of the Building Trades Council. In 1905, a newly organized Citizens' Alliance assumed leadership in breaking the longshoremen's control of general cargo work, aided by a jurisdictional dispute with sailors over lumber handling. Tacoma employers, with mill owners in the forefront and support from the Chamber of Commerce, engaged in an open-shop campaign between 1905 and 1912.

The employer assault upon union power led to internal reorganization and political militancy. In 1907, over fifty unions regrouped within a new Central Labor Council with separate Building and, in 1909, Metal Trades Councils. In 1910, the Central Labor Council purchased a newspaper to present labor's viewpoint to the community. The Labor Advocate would be controlled and published by the Council for the next 67 years.

Pierce County unions also turned toward greater political visibility, sponsoring trade union candidates for school board, city council and county elections. Many unionists were active within the Pierce County Socialist Party. Between 1911 and 1913, several trade union Socialists ran for local office with Central Labor Council endorsement. The Council invited the Suffragettes to join in the Labor Day parades of 1910 and 1912. Female unionists now marched instead of riding in carriages.

Wobblies in the Woods

With the opening of a hall at 14th and A Streets in 1913, the Industrial Workers of the World (Wobblies) began to agitate and organize among loggers and other workers.

Pierce County unionism grew slowly in the years prior to America's entry into World War I. Following an unsuccessful strike of laundry workers, mostly women, for union recognition, the Council helped them organize a cooperative. In 1914 a group of Slavic workers struck unsuccessfully against wage cuts and increased hours at the Tacoma smelter and attempted to organize under the Western Federation of Miners. Two years later, the Longshoremen struck coastwide for a uniform agreement and were forced to return to work open shop. For the most part, Tacoma's unstable labor market -- where one out of five workers faced lengthy periods of unemployment -- militated against effective union growth.

Union Upsurge During World War I

But demands of World War I altered those conditions. In 1918, as production expanded in the shipyards and docks, the Advocate reported 800 new union members a month. Government intervention set the stage for some of this expansion in the shipyards by regulating industrial relations in war-essential industries. The tight labor market favored an extension of unionism in Pierce County mills, mines, smelter, retail and service trades. Workers through negotiations gained the eight-hour day and significant

improvements in wages and working conditions in these years. By 1919, union membership stood at approximately 20,000, and included a growing number of women.

The mood of many Pierce County unionists was militant, especially after the Russian Revolution of 1917 sparked a new sense of "class solidarity," a phrase often used in the Advocate. U. S. intervention in the Great War also strengthened national loyalties. Thus, while the Central Labor Council opposed conscription and called for recognition of the new Russian government, it circulated an American loyalty pledge among its members.

In the background, intensifying tension in the workplace and a rise in prices of over forty percent, created a growing sense of class grievance against the economic system. War's end unleased the frustration.

Tacoma General Strike, 1919

Puget Sound shipyard workers, bargaining through their Metal Trades Councils, were particularly upset by the government's refusal to allow them to negotiate directly with their employers. They objected to a 1917 award increasing wages of skilled workers but failing to bring up unskilled wages to area levels. After trying over a year to rectify the inequity, Seattle and Tacoma shipyard workers struck on January 21, 1919.

In response to the striker's appeal for support, the Tacoma Central Labor Council called for a poll on a general strike. The response was divided, but the strike vote carried on the strength of the enlarged metal trades.

On February 6 the timber workers, meat cutters, barbers, streetcar men, some retail clerks, and the rest of the metal trades struck in sympathy. With the printing trades at work, newspaper headlines screamed revolution and found a Bolshevik plot in the strike.

Although the city was quiet and orderly, federal troops from Camp Lewis appeared in Tacoma on February 7. International unions immediately pressured locals striking in violation of their agreements to return to work. The streetcar men resumed work on February 9, and the strike was terminated by the Council on the next day. The shipyard workers went back to work May 18 without gaining their demands.

The Open-Shop Years

Tacoma's unsuccessful general strike sharply polarized the local labor movement. The Central Labor Council, controlled by the metal trades, pushed for more militant industrial and political policies -- reform of the AFL along industrial lines (a Tacoma Waterfront Federation briefly formed in 1919), a labor party, support for Tacoma's local Soldiers, Sailors and Workers Council and a change in American policy toward Russia. But the typographical, cooks and waiters, teamsters, iron molders, bricklayers, machinists and others disagreed and withdrew from active involvement in the Council, some disaffiliating and others retreating into the building and miscellaneous trades councils.

Employers used these divisions and rising unemployment to promote what they called the "American Plan:" the company-controlled union and the open shop. A chapter of the Associated Industries was formed in Tacoma in 1920. It urged employers to support firms opposed to organized labor. The Northern Pacific established a company

union in the South Tacoma shops after an unsuccessful strike in 1922.

In 1926, the effort of the Building Trades Council to raise their wages one dollar a day was defeated by the Master Builders. Said the Advocate of that defeat: "Whenever labor has turned to better itself in Tacoma, it has run up against an organization fight in the Tacoma lumber industry sufficient to give these busy-bodies enough concern for their own low-wage employees without attempting to lower the scale of every organized worker in the city."

As reports of growing unemployment in Tacoma and many Pierce County communities increased in the winter of 1926, the stage was being set for the struggles of the 1930s.

HISTORY OF TACOMA LABOR

From the Great Depression to the Present
(The early history of Tacoma labor is scheduled to appear in the Tacoma News Tribune, August 16, 1981. Here is the rest of the story.)

The Great Depression settled over Tacoma in the 1930s, bringing wage cuts, reduced hours and plant closures. The unions struggled grimly to survive. As unemployment increased they tried to take care of their own by sharing work and assessing working members. The Unemployed Citizens League, organized in 1932 around a program of mutual self-help, exchanged fraternal delegates with the Central Labor Council.

Rising employment and prices in the spring of 1933 sparked the first wave of organizing. Unionism germinated in the wood processing and furniture industries, lumber mills, smelter, packing houses, flour mills, pulp industry, and a host of other places.

Alone, among major Pacific Coast ports during the open-shop years, Tacoma longshoremen had maintained their union hiring hall, and they were the major force in reorganizing the Pacific Coast. When the waterfront employers refused to bargain coastwide, Pacific Coast longshoremen struck May 9, 1934.

Tacoma was tied up tight, except for Alaska vessels released by the Joint Northwest Strike Committee, and worked under strict union conditions. The Labor Council was authorized by its affiliates to call a general strike immediately if the National Guard were called out to open the port. The strike ended in recognition and arbitration for longshoremen and labor board elections for seamen. The victory gave Tacoma unions a tremendous boost. Unorganized workers flocked into the unions, uptown as well as on the tideflats.

1935 Lumber Strike

In Tacoma, lumber capital of the world, unionization of lumber workers was basic to union strength. Beginning in 1933, they organized under the Carpenters and struck May 6, 1935, for union recognition, 75 cents an hour and a thirty-hour week. In Tacoma, some 1,800 struck, including unorganized workers. The Labor Council mobilized strike support, and the longshoremen pledged not to touch hot lumber. The mills operated with scabs protected by armed guards. On June 23, the National Guard moved into Tacoma, and her citizens found soldiers with fixed bayonets in front of Peoples Store.

Longshoremen refused to work on docks with armed guards, claiming their lives were endangered. By early July 2,800 were on strike, as scabs left the mills and joined the union. On July 15 after pickets and guardsmen clashed, the City Council passed an anti-picketing ordinance. On August 2, Tacoma strikers settled for union recognition, fifty cents an hour, and re-employment of strikers without discrimination.

Encouraged by the lumber workers' success, working people continued to organize. Thousands gained signed agreements, wage increases, and improved working conditions. When negotiations failed, a few struck.

The picketlines moved uptown. The unions supported a strike of J. C. Penney clerks, mostly women, with donations and a boycott. The smeltermen and longshoremen fined their members $10 for patronizing Penney's, and ten labor councils in other cities put Penney's on the unfair list. The strike was settled with union recognition and wage increases.

Blanket Agreements for Strength

The Tacoma unions developed their own bargaining tool: the Blanket Agreement. The Central Labor Council was signatory to the Blanket Agreement, to which were attached the individual craft agreements covering wages and conditions. No craft settled separately and all were bound together by the Blanket Agreement.

Employers tried to check union advances. The Industrial Conference Board was organized in 1936, a local branch of the national open-shop organization. It solicited memberships of employers, offering the services of its bargaining experts. The Labor Advocate charged that it frequently hindered bargaining and caused or prolonged strikes.

In 1937 after long negotiations with the Conference Board, the store unions struck Peoples. Nine more department and variety stores locked out their 700 employees. The strike was settled by direct negotiations without the Conference Board. The unions gained wage increases, paid vacations, and a Blanket Agreement covering all stores.

CIO Comes to Tacoma

The Northwest was again almost completely organized in American Federation of Labor Unions by early 1937, when the Congress of Industrial Organizations became an independent rival federation. The Communist Party's decision to try to capture it brought the CIO to Tacoma. In 1937 Communist followers succeeded in taking Pacific Coast longshoremen, with the exception of Tacoma and some small Puget Sound ports, into the CIO, thus separating them from the AFL longshoremen in the rest of the nation.

Exploiting accumulated grievances of lumber workers against the Carpenters International, Communist followers pushed through a CIO vote in 1937 to form the International Woodworkers of America. In Tacoma the small mills stayed AFL and St. Paul and Tacoma, not Communist-dominated, went CIO. The building trades boycotted CIO lumber, and during the next years the industry was torn with jurisdictional disputes. Time healed the rupture, as the rival unions moved toward cooperation in bargaining.

The Smeltermen and Newspaper Guild followed their internationals into the CIO.

Other unions progressed. The Garment Workers reorganized Day's Clothing, non-union since 1932. The teamsters, cooks and waiters, barbers, laundry workers, and many others organized their trades. The Newspaper Guild negotiated agreements with the Tacoma dailies. The building trades, with blanket agreements, held onto the six-hour day until the war. The Labor Advocate asserted that Tacoma was the best organized city on the Pacific Coast with the most union shop agreements.

World War II and After

In September 1939, the Seattle-Tacoma shipyards at Tacoma was awarded contracts for five vessels. Job seekers deluged the union offices of the boilermakers and machinists; the World War II boom had begun. The unions organized and bargained for the thousands of workers that poured into the area to work in war industries.

As prices rose during the war, real wages shrank. Following the war, with the no-strike pledge ended, unions bargained hard to restore lost buying power. Many won a variety of fringe benefits.

Most negotiations went smoothly but occasionally a union struck, and picketlines went up to warn fellow workers and consumers of a dispute. Most unions, with contract clauses protecting their members' right to honor authorized picketlines, supported each other.

Not all employers tolerated unions. Beginning in 1960 with refusal to sign union shop agreements with Retail Clerks and Office Employees, Sears had driven out all union help, and Penney's had eliminated all unions but the Retail Clerks from its Tacoma Mall store. The Blanket Agreements in the other stores broke down.

Among city and county employees collective bargaining developed rapidly during the 1950s, embracing craft workers, fire fighters, police officers and clericals. Today, at least 75 percent of city and county employees are covered by agreements. The unions coordinate their bargaining through a Joint Labor Committee.

Labor and the Community

Tacoma unions consistently supported public education. Labor could be counted on to endorse special school millage levies. Some unions offered college scholarships through local high schools.

The unions have had a major part in establishing and teaching vocational education in Tacoma schools. It began in 1944 as onsite training and classes in rented buildings. The program has grown into the L. H. Bates Vocational-Technical Institute, where thousands of students learn skilled trades. Joint union-industry apprenticeship programs are closely coordinated with the school.

As a community service, when it was apparent that no other organization was interested, the Central Labor Council established the Tacoma-Pierce County Blood Bank in 1946 in conjunction with a group of local physicians. The Council donated $10,000 and the unions raised $23,000 by selling dollar memberships to members. A second membership drive enabled the Blood Bank to build its own facility in 1951.

"Right to Work" Is Defeated

Washington employers, Boeing prominant among them, in 1956 tried to outlaw union-shop agreements. The Taft-Hartley Act permitted states to forbid employers and unions to negotiate union-shop clauses, eventhough both parties wanted the provision. Dubbed "right to work" by its supporters, Initiative 198 was introduced in Washington.

Not all employers supported the measure. Many saw it as potentially harmful to the

local economy and consumer purchasing power.

In Tacoma, the Industrial Conference Board blanketed the area with petitions for signature mailed to "Occupant" with a return postage envelope. After determining that the Conference Board was liable for postage on whatever package bore that return envelope, enterprising unionists dug into their basements and garages for heavy trash. The Conference Board was deluged with packages of junk, including sturdy wooden boxes, all at first-class postage.

Mailing back scrap iron didn't defeat the initiative. The Labor Council conducted an intensive voter registration drive and sent speakers to community organizations. "Right to work" was overwhelmingly defeated. Two years later the open-shoppers tried again with Initiative 202, this time without return postage guaranteed. Again the unions and their friends defeated the measure.

Legislation Weakens Construction Unions

Construction unions have been prevented from supporting each other by legislation practically outlawing the sympathetic strike and secondary boycott. On partly non-union jobs, contractors put separate gates for union and non-union workers, and the law restricts picketing for recognition to the non-union gate.

When the Washington Plaza Building was erected by union construction workers, the ban on "hot cargo" prevented union workers from refusing to handle prefabricated concrete products made by a firm on the tideflats whose employees, members of Laborers Local 252, were on strike.

But legislation could not control the conscience of individual union members. The AFL-CIO states that good union members have the right not to work behind any picketline and the right to decide for themselves whether to walk off a job being picketed. "They know what a two-gate system means -- a picketline; and they have the right not to work, no matter how many gates the employer sets up."

Prodded by the Civil Rights Movement, the construction unions and their employers opened their joint apprenticeship and training programs to women and minorities, with the results that today union construction jobs employ a significantly greater proportion of women and minorities than non-union jobs.

Tacoma Teachers Organize

Engineers and custodians have bargained with the Tacoma Schools for many years. In 1936, Tacoma teachers organized a local of the American Federation of Teachers. Although teachers' wages were well below those of skilled manual workers, the majority remained outside the union.

In the 1960s the Tacoma Association of Classroom Teachers, an affiliate of the National Education Association to which most teachers belonged, was given bargaining rights for Tacoma teachers. The teachers met stiff resistance from the school board with wages, tenure and classroom size the principal issues. Twice during the 1970s they struck when bargaining yielded nothing. Union people protested strongly when the school district opened the schools with strikebreakers.

Cooperation between the two organized teachers' groups has been sporadic and uncertain. Many AFT members favor merger with AFL-CIO affiliation, but the NEA nationally strongly opposes merger. Teachers at Tacoma Community College and L. H. Bates Vocational-Technical Institute bargain through their AFT locals.

Recognizing that working people are largely omitted from the study of American history, the Washington State Labor Council in 1976 called for remedial action. The State Board for Community College Education created a Labor Studies Advisory Committee and in 1978 recommended that community colleges institute labor studies programs "after consultation with local labor groups."

The local committee established under this resolution formulated a labor studies curriculum and met with the community colleges. Lack of money and prospective students has temporarily stalled the project. In Tacoma, Henry Foss High School instituted a labor history course this spring.

Looking Forward

Clyde H. Hupp, secretary-treasurer of the Pierce County Central Labor Council, looks forward to Labor's prospects in this decade:

> "It is quite obvious to everyone that once again, as too often has been the case in the past, workers and their unions are under attack. The nature of the attack is sometimes direct but frequently takes the form of neglect and silence by other important elements of our society."
>
> "It is equally apparent to the close observer that workers in this area are beginning to demonstrate a renewed enthusiasm toward standing up for their right to organize and bargain collectively and to subsequently take pride in the organization they create. When this enthusiasm and pride become widely recognized, can it continue to be ignored by other responsible elements of society? Of course not!"
>
> "The great challenge of the labor movement is that of continually striving toward higher goals than those of any other activist element of society. As trade unionists, we accept that challenge. We will meet it by keeping the faith and moving ahead, hand in hand, in solidarity."

(This article was written by Ottile Markholt for the Pierce County Central Labor Council and independent unions for Union Solidarity Day.)

A GUIDE FOR STUDYING LABOR HISTORY

LABOR HISTORY SHOULD:

1. Try to present the facts of a given situation without distortion or sensationalizing.

2. Try to report faithfully the position of all parties in a controversy as they saw themselves, not as the author sees them.

3. Try to present the reasons the participants acted as they did -- how they saw the events in which they were involved -- what caused them to do or not do things.

4. Try to keep in perspective the relative importance of the few individuals called leaders, as against the rest of the participants in a situation.

5. Try to report accurately the relative weight of planning and spontaneity in decisive actions, the relative importance of organization to working people.

6. Try to keep the authors' opinions separate from the reporting of events.

In other words, labor history should above all be truthful. Beyond the history of events it should be a history of motives, ideas and judgments surrounding the events. it should be written in clear, precise, economical style so that emotional language, rhetoric and propaganda do not block communciations.

Source material is the best history. The historian's most important job is to transmit, faithfully, not only the facts from source material, but the values and perspectives it reveals.

Accurate labor history can be an important tool in making decisions today. Distorted labor history is worse than no history; it becomes propaganda, intentional or unintentional.

Ottile Markholt, Member
Pierce County Labor Council, AFL-CIO
Education Committee
August 1977

Labor Commentaries
to Supplement
American History Texts

America is the Land of Labor.

Benjamin Franklin

LABOR COMMENTARIES

The Labor Commentaries to follow were prepared by Ottilie Markholt, labor historian and member of the Pierce County Central Labor Council, AFL-CIO Education Committee, for a labor studies workshop held in Tacoma on Professional Day, October 8, 1982. The workshop was jointly sponsored by the Tacoma Public Schools, Pierce County Central Labor Council, AFL-CIO, Washington State Department of Public Instruction and the Washington State Council for the Social Studies.

The commentaries were written to offset what members of the Labor Council's Education Committee felt were inadequacies, omissions or gross inaccuracies in nearly a dozen secondary U. S. history texts that were carefully reviewed.

One of the general tendencies found in the texts, Labor Council Education Committee believed, was to portray working people as a more dependent and passive group than is warranted. Programs, policies, opinions and decisions of union members are usually attributed to "labor leaders" or "the union" as an outside force. The council committee feels that in reality, "officials and the union simply represent the members by voicing their opinions and carrying out their decisions." This distortion, the labor committee believes, leads directly to the stereotype of the "dictatorial labor boss" and the union as an outsider, "both centerpieces of anti-union propaganda."

The Pierce Council Labor Education Committee would like to emphasize that "the cumulative effect of quoting labor leaders is to give the impression that union people have no opinions and make no decisions." Thus the power and responsibility that members of a democratic union exercise is overlooked. Actually, the union committee points out, "union leaders have no power in dealing with employers or anyone else except that derived from the will of the members they represent." "This is evident," the committee states, "in the simplest bargaining situation." (See Labor Commentary #18, "What is a Union Agreement")

Labor commentaries were written on "The Homestead Strike" and "The Ludlow Massacre" to give more detailed background on the roles of Andrew Carnegie and John D. Rockefeller in these historic events. Their involvement is frequently omitted in texts.

Responsibility for the violence and bloodshed in labor conflicts in the late nineteenth century is usually attributed to the working people. The Labor Council Education Committee suggests that "a close examination of the events shows that armed guards or detectives, police, state militia and federal troops more frequently initiated the violence." (See Commentaries #8 and #11)

In critiquing the textbooks, the committee also felt that far more attention was given to strikes and violence than to the day-by-day orderly collective bargaining relations that exist between most unions and employers. By this orderly, legal process thousands of union members gained shorter hours, living wages and improved working conditions <u>without resorting to strikes.</u> (See Commentaries #6, #10, #13, #14, #15, #17, #19, #21 and #23)

While the commentaries cannot deal with all the shortcomings the Labor Education Committee observed in the texts, they are offered in this guide to alert teachers to the many differing points of view by which history and specific events may be considered.

It is hoped the commentaries, expressing some of labor's points of view, will provide more balanced classroom discussions and encourage student critical-thinking processes.

LABOR COMMENTARIES TO SUPPLEMENT AMERICAN HISTORY TEXTBOOKS

1. Early Unions and Free Schools (1790s to 1873)
2. Ten-Hour Movement (1790s to 1940s)
3. Union Conspiracy Cases (1806 to 1842)
4. New England Mill Women (1820 to 1850)
5. Knights of Labor (1869 to 1900)
6. Rise of the AFL (1880 to 1900)
7. Eight-Hour Movement (1866 to 1892)
8. Homestead Strike (1892)
9. Women in the Unions (1880 to 1909)
10. Early Twentieth Century Unions (1897 to 1918)
11. Ludlow Massacre (1914)
12. Open-Shop Drive and the American Plan (1919 to 1929)
13. Union Upsurge in the 1930s
14. The Wagner Act (1935)
15. Rise of the CIO (1933 to 1939)
16. Taft-Hartley Act (1947)
17. Unions and Minorities
18. What is a Union Agreement?
19. Why Do Union Members Want a Union Shop?
20. What Is a Right-to-Work Law?
21. The Union Movement Today
22. Labor Consultants or Union-Busters
23. What Do Working People Think About Unions?

LABOR COMMENTARY #1 EARLY UNIONS AND FREE SCHOOLS (1790s to 1837)

In the principal cities of the young republic skilled workers, such as printers, shoemakers, carpenters and bricklayers, organized unions for their mutual protection. A system of free public schools was one of the important objectives of these early unions. While the first unions did not survive for more than a few years, the impulse to join together persisted and new unions replaced them, somewhat stronger and more durable.

Working people and their friends also formed political parties in several cities to promote laws for their benefit and protection and to elect officials to represent their interests. In New York and Philadelphia their workingmen's parties pioneered the agitation for free schools.

The wealthy could send their children to private schools, but the only free schools were for paupers. Working people protested indignantly against the idea that they must declare themselves paupers to educate their children. They demanded tax-supported schools, open to all children, that would train students to be literate and responsible members of a democratic society.

During this time unions banded together for mutual assistance in trades councils in the larger cities. In 1834 these city trades councils formed the National Trades' Union, the first national labor oganization. One of its principal demands was for the establishment of an "equal, universal, republican system of education."

The Panic of 1837 wiped out most local unions, city trades councils and the National Trades' Union, but with returning good times in the 1840s working people rebuilt their unions and resumed their campaign for free public schools, abolition of imprisonment for debt and other reforms.

Pennsylvania pioneered in establishing free schools with a law in 1834 permitting, but not requiring, school districts to furnish free schools. By 1871 most states provided free public schools. Unions then directed their efforts toward abolishing child labor and making school attendance compulsory so children of all working people would receive an education.

LABOR COMMENTARY #2 **TEN-HOUR MOVEMENT (1790s to 1842)**

Skilled workers in the young United States labored by custom from "sunup to sundown." This meant that in summer they worked maybe 14 hours a day and in winter, when days were short, they worked fewer hours. Workers were paid for days, not hours, worked. Therefore employers planned their work to get as much done as possible during the long summer days. During the short winter days they frequently laid off their workers, causing much hardship.

One of the first objectives of the early unions was to establish a uniform ten-hour day year around. This would be from 6:00 a.m. to 6:00 p.m., with two hours off for meals.

Union workers strongly supported the democratic principles upon which the new republic was founded, and men were gaining the right to vote in many states. They now argued that they would do just as much work in ten hours and have time to read and educate themselves to be intelligent and responsible citizens. Employers replied that workers would use their leisure time to get drunk and make mischief. They were better off working all the time.

Carpenters in Philadelphia struck in 1791 for ten hours without success, but the movement continued and in 1827 unions of carpenters, bricklayers and painters in Philadelphia struck for the ten-hour day. Although the strikes were not won, they led to formation of the first citywide labor council for mutual support in future ten-hour actions.

In New York Harbor in 1831, skilled workers in the shipyards erected the Mechanics Bell to signal the working hours, from sunup to sundown. After successful strikes for the hours they took the bell down, had it recast into a Ten-Hour Bell, and raised it again in 1844.

By the late 1840s, most skilled craft workers had gained the ten-hour day, but factory workers still struggled to shorten their hours of labor.

Some of the early shoemakers' unions became so strong that they were able to gain wage raises by their members' refusing to work below union scales. On complaint of the employers, workers were charged in courts with criminal conspiracy for forming unions. In six cases between 1806 and 1815, the prosecution argued that under English common law a combination of working people to raise their wages was a criminal conspiracy.

The unions, supported by Jeffersonian Republicans, replied that the laws of the old monarchy did not apply to the new republic -- that workers should have the same constitutional rights as employers and other groups to organize for their mutual benefit. The courts decided all the cases against the unions, punishing the members with small fines. During the following years conspiracy prosecutions were used to check union gains.

By 1823 the courts ruled that refusal of union members to work with a non-union worker or with one who worked below union wages, was a conspiracy to injure the worker. In other cases the conspiracy was to injure the employer or the public by a boycott. Organizing a union was not in itself illegal, but the concerted action of union members to improve their conditions was considered criminal conspiracy.

In 1842 the Massachusetts Superior Court ruled in Commonwealth versus Hunt, that working people could form a union and strike to uphold their refusal to work with non-union employees without being guilty of a criminal conspiracy. In other words, the strike and the union shop were legal. This decision greatly reduced conspiracy prosecutions and removed legal obstacles to organizing unions.

LABOR COMMENTARY #4 **NEW ENGLAND MILL WOMEN (1820 to 1850)**

The New England cotton mills built by the Boston Puritans may have appeared attractive to visitors, with their flower beds and literary societies, but the young women from the surrounding farms who worked there soon found the factories oppressive. To guard their morals the women were required to live in overcrowded company boarding houses, attend church, observe a strict curfew and refrain from "light conversation." If they broke their contract to work a year, they were blacklisted and could not get work in any other mill. The factories were unhealthy with extreme heat and constant dust. With homes to return to, many women quit after a few months and labor turnover was very high.

The mill women's first unplanned strike occurred at Dover, New Hampshire, in 1828, when hundreds of women paraded to protest new rules, such as a twelve and one-half cent fine for being late for work, a ban on talking on the job, and discharge for undefined "debaucheries." This and later strikes at Lowell, Massachusetts, were lost. The women complained that the mill owners, many of them ardent Abolitionists, cared more about Black slaves in the South than the White slaves in their own mills.

In the 1840s, while the industry prospered and profits increased, working hours in the mills averaged over twelve, machines were speeded up, and the women were given more looms to tend. In response in 1845, the Lowell Mill women organized the female Labor Reform League, affiliated with the New England Workingmen's Association, to agitate for the ten-hour day. The Lowell women published a labor paper, The Voice for Industry, to promote their campaign. The ten-hour agitation spread throughout Massachusetts, with petitions and pleas to the state legislature for a law restricting hours of work in state-chartered corporations. But the mill owners controlled the legislature and blocked the ten-hour law.

In New Hampshire and Pennsylvania, laws were passed restricting hours of labor to ten, except where individual contracts provided otherwise. Of course the mill owners in those states immediately required their employees to sign such individual contracts under threat of dismissal. The laws were never intended to reduce hours, but to forestall passage of meaningful ten-hour laws.

Discouraged, the New England women left the mills to be replaced by immigrant families who would remain unorganized until after the Civil War.

As the economy recovered after the Panic of 1873, working people strengthened their local unions and organized new unions throughout the United States. Often union members migrating westward to new frontier settlements carried with them the conviction that a union makes any job better. This is how many of the unions came to be organized in Tacoma in the 1880s.

The local unions also joined together to form national unions of their trades. In 1881, representatives of some of these national unions formed the Federation of Organized Trades and Labor Unions, which in 1886 became the American Federation of Labor, a voluntary federation of independent national unions. The unions paid so many cents a member to finance the AFL. Delegates to the AFL conventions formulated a program of legislative and organizing goals for the AFL, and provided that the AFL was not to interfere in the international affairs of its member unions.

The AFL was a democratic organization whose policies and programs were decided by delegates from affiliated unions at this convention. These delegates in turn were expressing the wishes of the members of their national unions. Samuel Gompers and other individuals were prominent in the AFL and the labor movement, but they did not control or direct it. They represented the unions and carried out the decision of members reached in their representative assemblies.

In many cities local unions were joined together in city labor councils. Many of these joined the AFL, as the Tacoma Trades Council did in 1899. Local unions in each state formed state labor federations, primarily to lobby for state safety laws and other protective legislation. In 1901 the Washington State Federation of Labor was formed. These state federations also became parts of the AFL.

While the AFL welcomed women, Blacks and unskilled workers from its inception, some of its member national unions refused to admit them. From 1891 to 1895 the National Association of Machinists was denied affiliation because it barred Blacks. Finally admitting that it was not strong enough to enforce its standards on the independent national unions, the AFL began to accept unions that discriminated against Blacks.

Many national unions at that time included only skilled workers. For example, most unions in the building construction trades were limited to journeymen and apprentices. One of the objects of the AFL was to assist workers to organize in directly affiliated federal locals of the AFL where no national union existed. When helpers, the unskilled workers on construction jobs, began to organize the AFL chartered them in federal locals. In 1903 the AFL called them together in a convention to form the International Hod Carriers and Building Laborers' Union. From their inception the unions of longshoremen, seamen, miners and others included unskilled wokers, and the Brotherhood of Maintenance of Way Employees included white track laborers beginning in 1896.

The AFL accepted the capitalist economic system with its inherent conflict of interest between owners and wage workers. It affirmed that working people must organize for their mutual protection and improvement. Samuel Gompers said in 1893:

> "What does labor want?...We want more schoolhouses and less jails...more books and less arsenals; more learning and less vice; more leisure and less greed; more justice and less revenge; in fact, more of the opportunties to cultivate our better natures."

(See also Labor Commentaries, "Women in the Unions" and "Unions and Minorities")

The first enduring national labor organization embracing all workers was the Knights of Labor, founded in 1869 by a group of Philadelphia garment cutters. In contrast to trade unions which limited membership to workers in certain crafts or industries, the Knights organized mixed locals of all workers, regardless of their trades. Migrating workers spread the union, until in 1887 it numbered over 700,000 and had locals throughout the United States. Subject to the vote of the local, the union welcomed women and Blacks, and some locals were composed entirely of women and Blacks.

Although many locals and districts were periodically involved in hard-fought strikes, the Knights disapproved of strikes. In place of bargaining with employers for better wages and working conditions, the Knights believed in educating working people to form cooperative enterprises to produce goods and services. Thus they would replace capitalism and wage labor with a cooperative society.

After 1887, the Knights declined rapidly for five reasons:

1. Many workers lost confidence in the union after the loss of the Great Southwestern Railroad Strike in 1886 and other major strikes.

2. The Knights included small business people and farmers, particularly in the West, whose interests were not always the same as those of wage workers.

3. The Knights had disagreements with some of the national unions of craft workers, which were growing stronger.

4. The unskilled workers in the Knights were not a stable group because they often were unemployed or changed jobs.

5. Many cooperative enterprises sponsored by the Knights failed because of poor management or competition from private businesses.

Many craft locals and districts of the Knights joined national trade unions. By 1900 the organization was practically dead.

In the hills back of Tacoma, coal miners at Carbonado and South Prairie were organized in Knights of Labor assemblies from 1884 to 1888. In Tacoma, many workers active in other trade unions belonged to a mixed assembly of the Knights.

LABOR COMMENTARY #7 **EIGHT-HOUR MOVEMENT (1866 to 1892)**

Working people saw, in the rapid growth of the industrial system after the Civil War, an immediate threat to their jobs and living standards. Machines were displacing workers in factories and the employer was getting the full benefit of the increased productivity of the remaining workers who operated the new machines. If fewer working hours were now needed to produce an abundance of goods, the way to remedy rising technological unemployment and restore to working people their fair share of the value of the goods they made, was to reduce working hours and spread the available jobs.

Thus the movement for an eight-hour day at no reduction in pay became the chief goal of the unions. In San Francisco in the late 1860s many organized trades won the eight-hour day. In 1868 the Mechanics' State Council, an organization of many unions, installed a fog whistle atop a mill. Its blasts at eight, twelve, one and five o'clock signaling the eight working hours, could be heard for twenty miles. But the unions had to abandon the whistle because it used too much steam.

The AFL in 1884 resolved that on and after May 1, 1886, eight hours should constitute a day's work. A recession with two million out of work lent urgency to the resolution. Local unions and central labor councils in cities across the nation planned and worked toward this goal to be achieved if possible by negotiations -- if not, by the first nationwide general strike in the country's history. The Knights of Labor, officially opposed to strikes, refused to endorse the project but many local assemblies participated enthusiastically. The press, generally reflecting the fears and prejudices of the employers, predicted violence and revolution.

Huge parades and mass meetings marked May 1, 1886 in larger cities. In all 340,000 workers were involved; 150,000 won shorter hours without striking; and 42,000 by successful strikes. Many won nine hours instead of eight. In Tacoma, the union printers won eight hours by notifying their employers that those would be the hours of work.

When the AFL resumed the eight-hour campaign in 1890 the Carpenters, one of the largest unions, was picked to lead. The AFL contributed $12,000, half of its income that year, to support carpenters' eight-hour strikes. Although the country was slipping into a recession, 23,000 carpenters in 36 cities won eight hours, and another 32,000 in 234 cities won nine hours. Other building trade unions made similar gains, and the eight-hour day spread.

The emerging industrial giants were determined that unions should not interfere with their absolute control over their enterprises. Andrew Carnegie deliberately planned to eliminate the Amalgamated Association of Iron and Steelworkers from his steel empire by forcing a strike and breaking it.

In 1892 with a new fence topped with barbed wire around his Homestead Works on the Monogahela River in Western Pennsylvania, the company offered the union wage cuts of 18 to 26 percent. When the union rejected the proposal, the company refused to negotiate. On July 1 the skilled union men and unskilled workers not belonging to the union struck, closing the works.

Plant manager Henry C. Frick had previously arranged for 300 Pinkerton guards to open the plant with strikebreakers. When the Pinkertons attempted to sneak in by barge at night they were repulsed by armed strikers. In the battle, seven strikers and three guards were killed and scores wounded. The state militia was then called in to guard the strikebreakers. Almost two hundred strikers were charged with murder, riot and conspiracy, but none were convicted.

In a nationwide drive sponsored by the AFL, union people contributed over $7,000 to support the strikers and defend the men on trial. After four and one-half months the strike was lost. In succeeding years Carnegie eliminated the union from the rest of his holdings and other steel manufacturers followed his lead.

LABOR COMMENTARY #9 **WOMEN IN THE UNIONS (1880 to 1909)**

From its founding the AFL recognized the importance of organizing and defending working women. The 1882 convention of the Federation of Organized Trades and Labor Unions offered women's unions equal representation with those composed of men. Two years later it resolved that "Women should be organized into trade unions...and we demand they receive equal compensation with men for equal service performed." The first women attended the 1890 AFL convention as a delegate from a retail clerks union, and in 1892 the AFL appointed the first woman organizer.

The Women's Trade Union League was founded in 1903 by women from the Bookbinders, Boot and Shoeworkers; Ladies Garment Workers; United Garment Workers and Textile Workers; Jane Addams of Hull House; and a Boston philanthropist.

The Women's Trade Union League was active in the 1909 strike of 20,000 shirtwaist makers in New York City. It intervened to protect arrested pickets in court, and focused newspaper publicity on the strikers' cause when some of its own prominent members were arrested and abused for picketing.

The 13-week strike was marked by the heroism of the strikers, 80 percent women and mostly immigrants, who perservered on the picketlines, ill clad and undernourished, during a bitter New York winter. The strikers won their chief demand -- a union shop in 300 factories besides a 52-hour week and wage increases.

In Tacoma in 1890 the Tacoma Trades Council, the first citywide organization of unions, called for equal pay for women for equal work. It assisted clerks in drygoods, clothing and shoe stores, many of them women, to organize that summer. Their principal objective was to persuade the stores to close at 6:00 p.m. to shorten their work day.

To this end a Ladies Council associated with the Trades Council circulated "early closing petitions" among the merchants, and representatives of the Trades Council met with the merchants. While they did not succeed in the early closing effort, the campaign was a valiant attempt of the Trades Council Unions to help their weaker union brothers and sisters in the stores.

LABOR COMMENTARY #10 EARLY TWENTIETH CENTURY UNIONS (1897 to 1918)

Rapid union organization accompanied the return of prosperity after the Panic of 1893 and ensuing depression years. The resurgent unions bargained hard and won wage increases, shorter working hours and improved working conditions. They adopted the practice of signing written time agreements with their employers to replace the old verbal understanding or unilateral scale of wages. (See Labor Commentary, "What Is a Union Agreement?)

In response to growing union strength, the employers formed trade or industry associations, some to bargain with unions and others to try to destroy them. The National Association of Manufacturers defended the open-shop and opposed union recognition and collective bargaining. An open-shop is one in which both union and non-union employees may work, but the unions contend that actually it means the employer refused to deal with unions and discriminates against union members.

The Citizens' Industrial Association founded in 1903 established hundreds of chapters throughout the United States to help employers defeat unions and break strikes. The Association said that unions, not employers, oppressed working people. In Tacoma in 1905, the local chapter took the lead in breaking a longshoremen's strike.

The unions gained steadily in spite of determined employer opposition. The AFL grew from 264,800 in 1897 to 1,770,000 in 1912. During this time labor lobbied hard for state and federal laws to regulate child labor, provide safe and sanitary workplaces, provide compensation for industrial accidents, and other laws to protect and benefit workers. The humanitarian legislation of the Progressive Era was the direct result in large part of the activity of the unions and their allies. Federal and state governments yielded these benefits, over the opposition of employers, because of steady pressure from unions and public opinion.

The need for efficient, uninterrupted production during World War I led the federal government to support union recognition and collective bargaining in war industries. Union membership grew to over four million, a threefold increase from 1912. Men and women in hitherto unorganized industries and service trades formed unions and improved their wages and working conditions. Union members, helping their government fight for political democracy in Europe, believed that the government supported industrial democracy (collective bargaining) at home. They were surprised and angry when the government apparently reversed its policy after the war was over.

Besides building an oil empire, John D. Rockefeller held a controlling interest in the Colorado Fuel and Iron Corporation. In a year-long strike in 1903-04, he defeated the efforts of coal miners to gain recognition for their union, the United Mine Workers. Rockefeller was determined, no matter what the cost, to operate without unions. Colorado miners persisted in their attempts to unionize the southern coal fields and finally, after the operators refused to negotiate with them, struck in September 1913 for union recognition, removal of armed guards from the mines, a wage increase, and enforcement of the Colorado mining laws. Rockefeller and other coal operators controlled the state so laws protecting the miners were disregarded.

When strikers were evicted from company-owned houses at Rockefeller's Ludlow Mine, they moved their families into tents nearby. The operators employed hundreds of deputized private guards to protect their strikebreakers and property, and companies of state militia were sent into the mine fields. Sporadic violence resulted in several deaths on both sides. To protect their women and children from the gunfire that sometimes rocked the tent colony at night, the Ludlow strikers dug pits under their tents into which their families could crawl.

On Easter night 1914, after a 12-hour battle in which a boy, two strikers and a soldier were killed, the soldiers captured the tent colony, poured oil on it, and set it afire. The frantic miners and their families ran for safety amid machine gun fire that wounded some. The militia looted the burned colony and killed three unarmed strikers whom they had captured. The next day the bodies of a pregnant woman and thirteen children were found in a pit under a burned tent. Some had gunshot wounds -- the rest suffocated.

A wave of horror and sympathy swept the country. No one was ever punished for the atrocity. For ten days enraged miners from all over the district fought a guerrilla war with the militia until federal troops arrived. Rejecting President Wilson's offers to try to arrange a settlement, Rockefeller finally defeated the strikers and broke the union.

Still determined not to deal with free unions, Rockefeller introduced a company union in his mines and in Standard Oil and hired a public relations man to sell it to his employees and the public. His plan and the welfare experiments of U. S. Steel, also designed to combat free unions, furnished the pattern for company unions of the 1920s.

OPEN-SHOP DRIVE AND THE AMERICAN LAW (1919 to 1929)

With their labor no longer needed to win the war, people found employers and the federal government apparently determined to take away the industrial democracy they had been fighting for at home and overseas.

Early in 1919 the government intervened to prevent Puget Sound shipyards and their union workers from reaching an agreement. This caused a strike of shipyard workers and the Seattle General Strike, amid charges by employers and public officials that the strikers were Bolsheviks bent on revolution.

Nationally, U. S. Steel crushed a steel strike that year with the same kind of propaganda and aid from state and local authorities. The federal government broke strikes of 425,000 coal miners that year with a sweeping federal injunction and a strike of 400,000 railway shopmen in 1922 with the most repressive injunction ever issued.

In 1921 the federal government spearheaded the attack on licensed and unlicensed seamen's unions in a prolonged strike that decimated the unions. From 1919 to 1923 the longshoremen's unions on the Pacific Coast were broken in every major port except Tacoma. In the lumber industry a company union controlled by the operators was instituted. Similar defeats occurred in other industries. From 1920 to 1933 union membership shrank from five to three million.

The employers poured out a steady stream of propaganda, alternately charging unions with being communist agents of Moscow and union officials with being corrupt labor dictators only interested in victimizing their members. They set up company unions with welfare plans to foster a "one big happy family" image.

Above all, the employers stood for the open-shop, named the "American Plan," to protect the freedom of the individual worker from coercion by un-American unions. In theory the open-shop was open to both union and non-union workers, but in practice the open-shop meant employers refused to recognize the bargain with unions.

Not trusting to persuasion alone, employers forced workers to sign "yellow-dog" contracts, pledging that they would not join a union. They employed spies to finger union agitators and infiltrate unions, thugs to beat up troublemakers, and used extensive blacklists to avoid employing pro-union people.

During these open-shop years, the new mass production industries of auto, rubber, electrical manufacture and others were advancing in importance and technological development. Time and motion studies reduced workers to automatons; and faster-moving assembly lines used them up, exhausted at age 40. A new class of worker was created, the semi-skilled production worker, endlessly repeating a single specialized operation.

Underneath the hoopla of the American Plan what did workers think of all this? Were they contented in their captivity? Were they appeased by the new material baubles from the assembly lines: autos, radios, electrical appliances? Did they no longer need unions? Or were they intimidated by the employers' apparent overwhelming powers?

Why do people decide to take an important step in their lives? Because they are dissatisfied with their existing circumstances and expect something better. Because they think they are right. Because they think the action will be successful. Probably most people's decisions are based on a combination of these reasons.

Why did hundreds of thousands of working people in the 1930s decide to join unions and strike for union recognition and other demands?

As the Great Depression ate into profits, many corporations reduced wages, laid off workers, and dropped or reduced company union welfare plans. Many unorganized workers saw how helpless they were against these corporations without a free union. They saw some corporations continue to pay full dividends to shareholders at the expense of their wages. They saw assembly lines speeded up, causing exhaustion and accidents.

As economic conditions began to improve slightly, early in 1933 workers expected employers to restore part of their wage cuts. When this did not happen they began to organize unions to help themselves. They were deeply dissatisfied and finally realized that employers were not going to improve their conditions voluntarily.

In many areas small groups of union people who had held fast to their unions during the 1920s and the Great Depression were ready and eager to help those workers organize. This was not charity because these union people knew that if all workers were organized they would all be stronger and better able to improve their lives.

Tacoma was one such area. Tacoma longshoremen, who had kept a strong union during those years, helped longshoremen in other Pacific Coast ports to organize in one solid district union so all could act together. The Tacoma Central Labor Council helped smelter workers, flour mill workers, sawmill workers, retail clerks and many others to organize unions and bargain with their employers.

Section 7(a) of the National Industrial Recovery Act, passed in 1933, said workers had the right to organize and bargain collectively. This encouraged workers to organize and led them to believe that the federal government would protect their free unions. But they found that the NRA was equally ready to recognize company unions. In fact, by the spring of 1934 one-fourth of all industrial workers were employed in plants with company unions, almost two-thirds of which were organized under the NRA.

Working people were angry at what they saw as the government's betrayal of them and determined to fight for recognition of their free unions. The great strikes of 1934 -- Pacific Coast Maritime Workers, Minneapolis Teamsters, and others -- resulted. Employers responded with their full array of union-smashing tools: spies and provacteurs within the unions, strikebreakers, hired gunmen and private arsenals to break strikes, and citizens' committees to turn public opinion against unions.

Workers won these battles through economic strength, not government protection. These victorious strikes, in turn, encouraged more working people to organize, demand recognition, and strike if employers refused to bargain with them. The more unions won their battles, the more strength and support those still struggling for recognition had in their fights.

These were the beginnings of the great union upsurge that would sweep through the mass production industries in the next years.

Working people proved in 1933 and 1934 that they wanted unions and that they would strike for recognition if employers refused to bargain with them. Employers proved that they would refuse recognition and fight strike to the bitter end. While investigating the 1934 maritime strike, a member of Senator Wagner's party was slightly wounded by a bullet from a company guard's gun on the Portland docks. During and immediately after the strike, six strikers and one sympathizer were killed by police, company guards, soldiers and strikebreakers. In San Francisco on July 9, a funeral procession of 25,000 mourners for two of the dead moved silently down Market Street.

This and other strikes demonstrated to the federal government, as well as other workers, that organized working people possessed a great economic strength. By withholding their labor, that is by striking, they could create massive industrial disruption. The employers' solution -- suppression by private guards, police and National Guard -- only increased the turmoil. Moreover, this solution was becoming unacceptable to an increasing number of people.

The Wagner Act was passed in 1935 to contain labor's economic strength and provide working people with a peaceful method for securing union recognition. It declared that workers had the right to organize unions free from employer interference. To assure this right it provided that employers could not fire or discriminate against workers for union activity, and could not encourage company unions. The Act required employers to recognize and bargain in good faith with unions freely chosen by their employees.

A separate federal agency, the National Labor Relations Board whose members were appointed by the President, was created to administer the Act. Under the NLRB, regional boards were established to conduct secret ballot elections for union representation, to hear and rule on charges of unfair labor practices, and to secure compliance with the Act by court order.

Working people had been organizing and joining unions for over a century as their constitutional right. The Wagner Act said the government would protect that right against employer interference. In some industries the Act encouraged timid workers to organize and law-abiding employers to bargain with their union employees.

In other industries workers were already organizing and demanding recognition with or without the Act. Many employers disregarded the Act, hoping it would soon be declared unconstitutional and not deterred by its light penalties. The union upsurge rolled on, still punctuated by massive strikes for union recognition.

By the early 1930s the need for industrial unions in the big mass production industries was becoming increasingly apparent to many working people. Past organizing drives in steel and auto failed, in part because of divisions imposed on workers by craft unions. New industrial unions could no longer be postponed.

From its founding the AFL included both industrial and craft unions in traditional industries. Industrial unions embracing all workers bargained with employers in such industries as textiles, clothing and mining. In other industrials, such as building construction, shipbuilding and railroads, craft unions bargained jointly through councils. Unskilled workers in these industries were organized either as helpers in their craft unions or separately as in the Hod Carriers and Building Laborers' Union.

Outside the unions during the 1920s, the new mass production industries grew: auto, rubber, electrical manufacturing and the old union foe, steel, creating the new semi-skilled production worker. In the early 1930s, the AFL responded to the demand for unions among these workers by organizing the nine federal labor unions, with the understanding that they would later be grouped in new internationals, minus certain skilled workers that craft unions claimed.

Many unionists criticized this policy and demanded that new industrial unions be chartered immediately to include all workers in each industry. Begininng in 1933 the issue of industrial unionism was hotly debated at AFL conventions. Craft union supporters blocked proposals to organize the mass production industries in industrial unions.

In late 1935 the Committee for Industrial Organization was formed within the AFL, headed by John L. Lewis of the miners. Disregarding AFL orders to dissolve itself, the CIO swept successfully through the mass production industries, organizing new internationals as it went. Supposedly impregnable industrial giants were organized and signed union agreements; some, as U. S. Steel, without strikes. Others, such as General Motors, surrendered only after dramatic sit-in strikes, where workers stayed in factories for weeks and were supplied with food from the outside.

With expulsion of its member unions from the AFL in 1938, the CIO became the Congress of Industrial Organization, an independent federation. Both the AFL and CIO chartered rival unions in the same jurisdiction and raided each other. In spite of these hostilities, unions in both federations organized hundreds of thousands of workers. Membership rose from 2,961,000 in the AFL in 1930 to 3,878,000 in the AFL and 1,837,700 in the CIO in 1939, almost double, and to a combined membership of 10,818,300 in 1945, almost double again.

The rival federations worked together on certain issues of mutual concern until finally in 1955 they merged to become the AFL-CIO, with 12,622,000 members. Old hostilities died with the protagonists, and competing unions began to work together in national bargaining committees, as the electrical unions did in the electrical manufacturing industry. Thus, today's labor movement grew out of the turbulent 1930s.

Employers obeyed the Wagner Act reluctantly, contending it favored unions and punished them unfairly. Some may have genuinely accepted collective bargaining, but most merely tolerated unions, waiting for a chance to get rid of them.

Working people made great gains through their unions during the last half of the 1930s. When the United States entered World War II they voluntarily pledged not to strike and accepted government wage controls, with the understanding that prices would be controlled.

Prices rose, however, reducing the real value of workers' paychecks. When wage and price controls were lifted after the war, prices shot up; workers negotiated or struck for wage increases to keep up with the prices. Employers successfully blamed the unions for the resulting inflation, although they had raised prices more than their wage costs.

Over the opposition of the unions, employers secured passage of the Taft-Hartley Act, which they said was to restore a fair balance of power between unions and employers. The unions, however, contended that the Act took away much of their protected right to organize and provided employers with many legal tools to avoid collective bargaining.

The Act enumerated a long list of union unfair labor practices. It deprived the unions of the right to support each other by outlawing secondary boycotts and hot cargo actions. A secondary boycott is action by one union in support of another union.

For instance, workers in a plant making cans might be on strike, and the plant might be using strikebreakers to make the cans. Before the Taft-Hartley Act, the strikers could ask union workers in a food processing plant to refuse to fill those cans made by strikebreakers. Many unions helped each other in this way during the 1930s. The Taft-Hartley Act made such support illegal.

Similarly, the Taft-Hartley Act outlawed hot cargo actions, refusal of workers to touch unfair products, unless a union agreement contained a clause providing that employees could refuse to handle such products. The Landrum-Griffin Act of 1959 made such agreements illegal, except in the construction and garment industries.

In the construction industry, where many unions work for different contractors on the same job site, the Taft-Hartley Act forbids members of one union to honor the picketlines of another union unless both work for the same contractor. This form of solidarity had been practiced by construction unions since the turn of the century. Taft-Hartley, they say, forces them to scab on each other.

The Act outlawed closed-shop agreements, which provided that only union members could be hired. Later, maritime and construction union hiring halls were exempted from this provision.

Another provision of the Act gave the President power to seek an injunction to order strikers back to work for an 80-day cooling off period if a strike created a national emergency.

One of the most important provisions of the Act permitted states to pass laws prohibiting employers and unions from negotiating union shop agreements. (See Labor Commentary, "What Is a Right-to-Work Law?")

Unions called Taft-Hartley a slave labor act because it restricted free collective bargaining and compelled them to handle unfair goods. (To many union people the government had switched from protector to oppressor.)

The Wagner Act had established the principle that the government could regulate labor relations. The Taft-Hartley Act provided that the government could favor employers in those regulations. From here on, unions would find laws increasingly being used to make organizing costly and difficult.

Many employers use every possible maneuver to delay and obstruct the legal process for union recognition and collective bargaining. Workers in the J. P. Stevens textile mills in the South fought for 17 years, 1963 to 1980, through the NLRB and the courts before the giant corporation signed an agreement with them.

Most unions and workers do not have the resources or patience of a 17-year battle, so employers simply wear them down until they give up. Thus, unions charge, a law intended to protect workers' rights to organize and bargain is being used to thwart its declared purpose. They seek changes in the law to prevent these delays and obstructions.

Predominantly white unions usually reflected the cultural prejudices of their times against minorities. Many employers provoked and used these racial biases by employing minorities to break strikes. However in some situations, minorities and white workers supported each other, to their mutual advantage.

In Seattle in 1920, union longshoremen struck in defense of their "list system," the union hiring hall that provided equal job opportunities for their Black members. They lost the strike and control of the waterfront with it. Since the early years of this country, Black and White union longshoremen have worked together on the Tacoma waterfront.

During the Civil Rights Movement in the 1960s, the construction unions were sharply attacked by Black activists for their discriminatory apprentice training practices. Actually the discrimination was more against outsiders than minorities. Union members who had worked in those trades all their lives wanted to bequeath their jobs to their sons or nephews, much as a farmer or small business owner would hand down his property in the family. Today as a result of the civil rights agitation, union construction jobs employ a substantially higher percentage of women and minorities than non-union jobs.

Union contracts stipulate minimum wages for classifications of work, regardless of sex or color. Therefore, these figures published by the U. S. Department of Labor from a 1973 Current Population Survey should not be surprising:

> Wages of all union workers were 12 percent higher than those of non-union workers.
>
> Wages of union White men were eight percent higher than those of non-union White men.
>
> Wages of union Black men were 27 percent higher than those of non-union Black men.
>
> Wages of union White women were 22 percent higher than those of non-union White women.
>
> Wages of union Black women were 19 percent higher than those of non-union Black women.

A 1974 study found that on union jobs Black workers received 82 percent of the wages of White workers, but only 76.5 percent of the wages of White workers on non-union jobs. Black men on union jobs received 83.6 percent of the wages of White men, but only 70.2 percent of the wages of White men on non-union jobs.

Thus, while the battle for equality for women and minorities is not yet won, the unions are distinctly leading the fight. Jobs covered by union agreements promise the best protection against discrimination.

LABOR COMMENTARY #18 **WHAT IS A UNION AGREEMENT?**

A union agreement is a contract negotiated between representatives of members of a union and an employer. Customarily, it contains minimum wage rates for each classification of work, hours and conditions of work, provision for such benefits as vacations, sick leave, health and welfare and pension coverage, a method of settling grievances (disputes), a union security clause (union shop), and other matters.

The agreement is for a definite time, usually one to three years. At the end of that time, it may be renewed without change or opened by either party to negotiate changes. Almost always it is opened for negotiations.

How is an agreement negotiated? This is the procedure in most unions: Union members meet to decide what changes to propose for a new agreement. They vote on these proposals and elect a negotiating committee to represent them. Union proposals will be changed to make the terms of the agreement better for the workers.

Management may also submit proposals to take away gains the union has made previously. These two sets of proposals are the basis for negotiations. The union negotiating committee has no power to make a final settlement with management. Only the union members by vote can accept or reject an agreement.

Negotiations are give and take until both sides can agree on the terms of a new contract. If they are deadlocked, a federal mediator may be called in to try to arrange a compromise. If the union still cannot get an acceptable agreement, the members may vote by secret ballot to strike. Often this results in the employer offering enough more to make the agreement acceptable. Union members only strike as a last resort because they would much rather remain at work and settle the agreement by negotiations.

Whatever action the union takes, the members make the decisions during every step of the negotiations.

LABOR COMMENTARY #19 WHY DO UNION MEMBERS WANT A UNION SHOP?

To have a union shop, the majority of members must vote that they want it, and then they must persuade the employer to agree to a union shop clause. A union shop is a workplace in which all employees must join and remain members of the union. (The law requires the union to bargain for and represent all employees in the workplace unit, regardless of whether or not they are union members.)

Members pay dues to cover the expenses of maintaining the union, just as citizens pay taxes to cover the expenses of maintaining the public schools. All employees get the benefit of the union, just as all citizens get the benefit of public schools. Would it be fair for school taxes to be voluntary? Would some people decide to ride free and not pay their fair share?

Union members believe that a union shop, supported by the will of the majority, is more democratic than to allow a few people to get the benefits of the union without paying for their fair share of expenses. If a person objects to the union shop that the majority has voted for, that person is free to find a job in an open-shop. Only about 25 percent of the workforce belongs to unions, so there are plenty of open-shop jobs.

Under an open-shop, a union must represent non-members. If a union fails to do this, the non-member may file a complaint against the union with the National Labor Relations Board or file a suit against the union in court. Because the union is obliged to represent all employees no matter what the cost, union members feel strongly that all employees should be required to pay their fair share in union dues.

(See also Labor Commentary, "What Is a Right-to-Work Law?")

LABOR COMMENTARY #20 **WHAT IS A RIGHT-TO-WORK LAW?**

A right-to-work law forbids an employer and a union to negotiate a union shop clause, even though both parties want a union shop. It compels the employer to operate open-shop, depriving him/her of freedom to negotiate any other arrangement.

A section of the Taft-Hartley Act of 1947 allows states to pass right-to-work laws. Twenty states in the South and Midwest have right-to-work laws and these states, with the exception of Nevada, have lower than average wages and working conditions.

Employers who favor the open-shop and right-to-work laws say no person should be compelled to join a union. Employers who oppose right-to-work laws say they should be free to negotiate a union shop if both they and their employees want it. They say a union shop makes for a stable and productive work force.

Unions oppose right-to-work laws because they interfere with free collective bargaining and keep unions weak and insecure with the compulsory open-shop. Unions charge that employers are more interested in keeping wages and benefits low than in protecting anyone's "right to work."

In Washington State, right-to-work initiatives sponsored by open-shop employers' associations in 1956 and 1958 were defeated by the voters. Governor Evans of Idaho vetoed a right-to-work bill in 1982, H.B. 523, with this statement, in part:

> "Rather than conferring any rights, H.B. 523 actually would take away an already existing right -- the right of labor and management to negotiate and to agree upon a union security clause in a labor contract achieved through an established collective bargaining process."
>
> "Further, H.B. 523 would remove another existing right from the working men and women of Idaho, the right to accept the majority rule following a democratic vote. This is a right taken for granted by every American citizen. Just as the voters of the State of Idaho are bound by the vote of the majority when electing their public officials, just as the legislature is bound by the vote of the majority of its members in the legislative process, so are the employees within a given company bound by the majority vote of their colleagues in the decision to form or affiliate with a union. H.B. 523 seeks to subvert this democratic process."

Organized working people recognize that passage of state right-to-work laws is an important objective of open-shop forces. They are determined to preserve their strong unions and free collective bargaining.

(See also Labor Commentary, "Why Do Union Members Want a Union Shop?")

LABOR COMMENTARY #21 **THE UNION MOVEMENT TODAY**

In the 1930s, blue-collar workers, named for the color of their work shirts, flocked to the unions. They worked in factories in the mass production industries such as auto, steel, rubber and electrical goods. By collective bargaining, they gained improved wages, working conditions and other benefits.

Beginning in the 1960s, new groups of working people, many of them dubbed white-collar workers, have been turning to unions for protection. Unions are growing rapidly among hospital and health care workers, teachers and other professionals, and most of all, public employees. During this same time, in the clothing, textile, railroad, maritime and other industries, union membership has been shrinking with the declining number of jobs.

Organization in new fields has more than made up for these losses and mergers of unions, particularly in declining industries with larger internationals reflecting the changing workforce in the United States. The Bureau of Labor Statistics estimated total union membership in 1980 at 22 million, not counting professional associations that bargain like unions.

Within and close to the union movement, special groups have organized around their own particular problems and constituencies. Black unionists organized the A. Philip Randolph Institute (APRI) in 1964, Hispanics, the Labor Council for Latin American Advancement in 1973, and women, the Coalition of Labor Union Women, a year later. A chapter of APRI was chartered in Tacoma in 1982. The Women's Commission of Washington State Labor Council, on which Tacoma women serve, focuses on women's special concerns as wage earners.

Union people are educating themselves about their unions in their own facilities, from the George Meany Institute in Washington, D.C., to which local and international unions send members for intensive training, to one-day workshops in local union halls drawing a hundred union activists to discuss their common problems.

Unions were an important part of working people's lives in the 1930s, celebrated in annual balls, picnics and huge Labor Day parades. Union members attended meetings and made decisions. For many of the next generation of workers protected by good contracts, unions became simply bargaining agents. Union members stopped attending meetings, leaving the decisions to their elected officers. Thus a gulf developed between officers and members, leading many members to view the union not as theirs, but as an outside agency.

Today this gulf is disappearing, as evidenced in many ways. Union members are again marching in the streets with banners. Union Solidarity Day at Washington, D.C., in September 1981 brought out 400,000 in spite of union people's refusal to cross air controllers' picketlines to fly to the demonstration.

At Olympia in January 1982, over 15,000 union people and supporters from all over the state gathered with their banners in the largest demonstration ever held in that city. Most of them used a vacation day or sacrificed a day's pay to attend. It was an exuberant, singing crowd, obviously "Proud to be Union," as one current bumper sticker proclaims.

Labor Day 1982, on the one hundredth anniversary of the first celebration, 400,000 union people and supporters marched down Fifth Avenue, New York City, with banners, signs and bands.

Union members are blossoming out in T-shirts, caps and jackets with their union emblems and slogans on them, and local picnics are again becoming popular. Tacoma unions have celebrated Labor Solidarity Day at Cheney Stadium for the last two years, featuring a free ballgame for union members, their friends and neighbors. In these and many more ways, working people are once again making unions part of their lives.

Employers call them labor consultants, but union people call them union-busters. A new professional person has emerged, the industrial psychologist, to help employers prevent or get rid of unions. The labor consultants hold seminars to teach employers how to block union organizing campaigns and how to force existing unions out of workplaces. They coach employers on just how far they can go to obstruct unions and defy the labor laws. They publish books with such titles as Making Unions Unnecessary, The Non-Union Employer: Preventive Labor Relations and Unions, How To: Avert Them, Beat Them, Out-Negotiate Them, Live With Them, Unload Them.

Labor consultants base their tactics on manipulating people's heads rather than trying to frighten them with threats. The National Association of Manufacturers, the open-shop organization dating back before the turn of the century, founded the Council on Union-Free Environment in 1978. Thus unions are classed as environmental pollutants.

Consultants work on the one-big-happy-family image of the American Plan of the 1920s. They term collective bargaining unnecessary "third party intervention" and blame the "labor problem on "excessive power by unions" and "increasing arrogance of union officials."

One consultant, Dr. Charles L. Hughes, likens people to bears in Yellowstone Park. If you feed one a jellybean it will demand another and another, until the jellybeans are gone. Then it will take an arm and a leg. His solution is to refuse to give into union demands with the first jellybean. Instead reward the anti-union employees with jellybeans. In this way union people will learn that they must give up their unions if they want any jellybears.

Like other business people, labor consultants seek to create and enlarge a market for their product with extensive advertising. They solicit employers to convince them that their services are needed, that employers can't deal directly with their workers. Unions charge that these consultants are parasites, preying on employers and disrupting stable collective bargaining relations.

LABOR COMMENTARY #23 WHAT DO WORKING PEOPLE THINK ABOUT UNIONS?

The Washington Post and Newsweek magazine recently conducted a major opinion poll among voters, 85 percent of whom were non-union and 15 percent union. Here are some of the results.

Answered by non-union workers only:

If you were working on a job where you could join a labor union, do you think you would join or not?

Yes - 51 percent No - 40 percent No opinon - 9 percent

Answered by union workers only:

How would you rate the accomplishments of the union you belong to?

Excellent or good - 79 percent Not so good or poor - 21 percent

The rest of the questions were answered by both groups of workers:

Most workers not in management jobs would be better off belonging to a union than not belonging.

Yes - 56 percent No - 37 percent No opinion - 7 percent

Labor Unions may have been needed at one time in the U. S., but not any longer.

No - 60 percent

Labor unions improve wages, working conditions and job security for workers.

Yes - 78 percent No - 18 percent No opinion - 4 percent

Labor unions insure fair treatment for workers.

Yes - 65 percent

DR. FRANK B. BROUILLET
Superintendent of Public Instruction

Old Capitol Building, FG-11, Olympia, WA 98504

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